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READER SERIES  
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FIRST  
READER

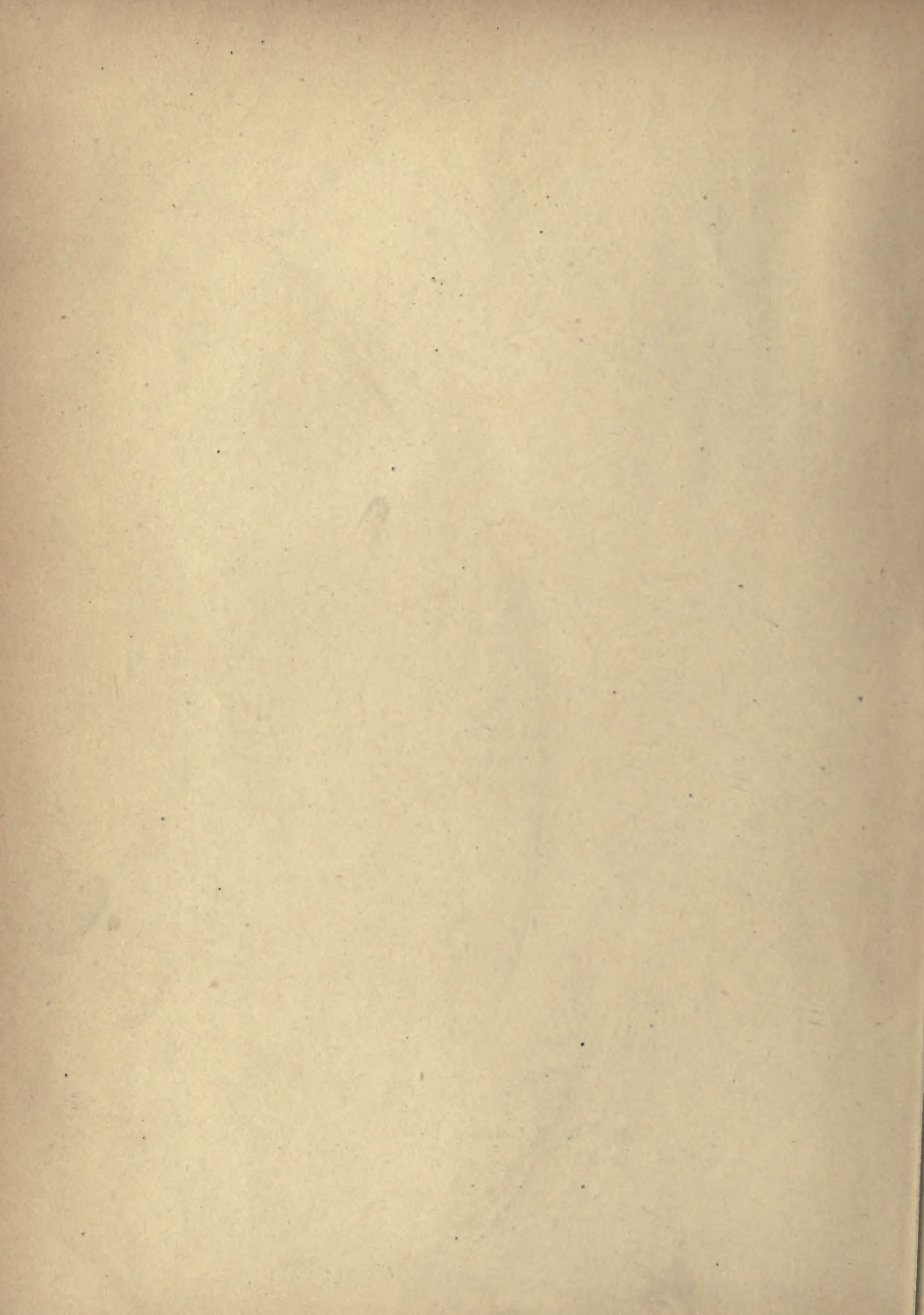
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STANDARD READER SERIES

# STANDARD FIRST READER

EDITED BY

ISAAC K. FUNK, LL.D.

EDITOR-IN-CHIEF OF THE STANDARD DICTIONARY

MONTROSE J. MOSES, B.S.

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J. NUGENT, AND MUSIC BY HARRIET WARE AND  
HARVEY WORTHINGTON LOOMIS    ∴    ∴    ∴*



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## PREFACE

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A "TEACHERS' MANUAL" for this First Reader is published separately. This "Manual" is for the teachers' use; not for the pupils'. It contains carefully prepared "Notes" on each lesson, which, it is believed, will prove well-nigh indispensable to the teacher. These "Notes" suggest ways for teaching each lesson; for making it interesting and instructive; for fastening in the minds of the pupils its truths by suggestive stories, fables, and readings—it is to be regretted that with many teachers the art of story-telling is almost a lost art—for training the organs of speech to clear enunciation and pronunciation; for enlarging the pupils' vocabulary; for teaching them to become close observers, and to think and to originate; for training the eye and ear; for GROWING CHARACTER.

The "Teachers' Manual" is a small volume, and is of such shape that it can be carried easily to and from school in the pocket or satchel.

THE IMPORTANCE OF PRIMARY READERS.—The teacher of the First Reader especially should studiously prepare for her daily task, for, than hers, there is no teaching more important from the kindergarten to the graduation class in the university.

It is scarcely an exaggeration to say that more power for good or evil rests between the covers of the First and Second Readers than in all the other books combined that are taught in our schools.

True, in the past few decades these Readers have degenerated often into mere trifling, flippancy. It was not always so. The A, B, C work in the days of our fathers was deemed profoundly important. In the seventeenth and eighteenth centuries in this country and in England some of the ablest minds were devoted to the production of the Primary Reader; even the royal rulers of England did not deem this work beneath their dignity.

It is not too much to say that the New England Primer, more than any other one human agency—more, we may say, than almost all other agencies put together, the Bible excepted—made the United States what it is to-day.

It is impossible to exaggerate, for good or evil, the lessons given to a child during the years of from four to seven. These years very generally prove to be the rudder that shapes the life-voyage.

Primary teachers have good right to magnify their office. Friends, you are the creators of eternal things; makers of character at an age when character is most easily impressed and developed; inspirers of the heroes and the world-lifters of the next generation, of the men and women to be; not simply teachers of words. True, you are to train the pupils to know and make the sounds of the language, to know and use words, but your mission is one infinitely beyond that. Hamilcar taught Hannibal the handling of the sword—that was little; he inspired the purpose that determined the objects for which the sword was to be handled—that was much.



Throughout the making of this Reader the following has been kept constantly in mind :

1. A child learns words by trying to understand or tell some thought.
2. He will learn these words as readily if the thought is something worth while as if it is trivial. We have not thought it worth while to tell a child that "a cat sat on a mat," or that "a hen laid an egg in John's hat," yet we have tried to keep easily within the reach of a child from five to seven years of age ; to be childlike, but not childish.
3. Of various instructive thoughts, preference should be given to those that give in-formation—that build character.

INFORMATION THAT IS IN-FORM-ATION. — Truthfulness, honesty, loving others, living for others, self-denial, self-dependence, prolonged effort, patience, obedience, humility, courage, true heroism, love for home, love for parents, love for nature, all should be woven on the loom of the school into the texture of the minds and hearts of children.

The mind and heart of a child of five years are not too young to have started in them the bubbling springs of true philanthropy, patriotism, love for truth, heroism, religion. It would be worth far more to this country than all the diamond-fields of Africa were this thought fixed for a single generation in the minds of teachers of the primary classes.

*The school that does not grow character is a failure.*

NATURE-STUDIES.—All children should be in close contact with nature. A First Reader especially is fatally faulty that does not smell of the earth, of the woods, of the new-mown hay, of flowers ; that is not full of the chirping of insects, the song of birds, the murmur of water. Teach a child to love nature, and the chances are greatly increased that he will grow up a good citizen. Pullman, the inventor, said : "I have flowers in front of every home in this city of Pullman; their civilizing influence reaches through the mothers and the children to the fathers."

Children should be taught the names of their neighborhood birds, animals, trees, flowers, and other plants, and facts about them. They should be led intelligently to watch the spider spin his web, the ant dig in the ground, the bird build her nest ; to wonder at and revere the spark of life in every insect; to look up at night and see the splendor of the sky. As Emerson says : "If the stars appeared only once in every thousand years, what marvel upon marvel it would be, how their appearance would be handed down from generation to generation, and how all the world would turn out at the reappearance to see the city of God!"

With intelligent encouragement and direction, nature will remain a great school-house to children, and a source of never failing and wholesome enjoyment and instruction, for she is responsive to children, and it is beautiful to see how easily they learn of her. She has a thousand tongues for little folks where she is dumb to the average adult.

RELIGION THAT SHOULD BE TAUGHT.—No better service can be rendered a child than to give him noble thoughts of his being and of his destiny ; thus you hitch his



baby-cart to the inner, unseen, the truest of all forces. Ethical truths should be given religious sanction. Pupils should be imbued with a deeply religious sentiment, a spirit of reverence. This can be done in a way that wholly avoids dogmatism, that avoids the slightest trace of sectarianism—in a way to which neither Protestant, Roman Catholic, nor Jew would object. See, for example, Lesson XII, p. 20.

The state trusts to an oath, that is, to an appeal to God. It is then reasonable that schools supported by the state should help to grow men and women who will respect their oaths.

To talk *about* religion, to salute the flag—these may be *efficient*, but are not *sufficient*. Nothing teaches like life. Much use should be made of biography. Above all, the teacher must *be* what she would have the pupils be. A heart must burn that would set other hearts on fire. A true teacher is worth many books.

These and kindred thoughts are dwelt upon at greater length in the Introduction to the Funk & Wagnalls series of Readers, which appears in the "Teachers' Manual" for this First Reader.

SELF-DEPENDENCE.—Remember that the best teaching is to teach the child to be a self-teacher. Train him to think; this is the chief object of education. Encourage in every way original thought. Ask questions; ask what water is good for; what the snow is; ask him to imitate the sounds made by different animals. Use putty, dough, clay, peas in having the children make different objects. With a little tactful helping the children will surprise you with their inventiveness. This method of teaching will help to develop the creative or resourceful faculty.

AVOID CONFUSING THE MINDS OF PUPILS.—It is easy to confuse hopelessly the minds of little ones by giving them too many tasks to master at one time. To master the fifty-two sounds that make up the English language and get a vocabulary are the first essentials.

COMMON ALPHABET.—Give no attention to teaching the names of the letters in the common alphabet. If the directions given in the "Teachers' Manual" are followed it will be found that the pupil will have "learned his letters" before the end of the first year; these he will have learned *incidentally*. It will be easy then to arrange the letters in their alphabetical order.

SCRIPT.—No script is used on lesson pages. The Script Alphabet is given complete with the Print Alphabet on the page opposite Lesson I. The script letters are made so like the print letters that a child having learned the one will readily recognize the other; the teacher will find no difficulty in using the script in black-board-teaching. In the later lessons the pupils can use it in slate-work and pad-work.

SPELLING.—It is thought better for teachers to omit spelling wholly the first year. A pupil who is first trained in phonetics and then taught to spell will be a better speller at the end of two years than if he had been taught the latter without the former, or taught both concurrently. The experiments made by the United States



School Commissioner of Education, William T. Harris, when superintendent of the schools at St. Louis, and the experiments of other educators along the same lines, have made this fact very clear. After the child has learned each sound, and the unvarying symbol for that sound, it is easier for him then to learn the variations, or equivalents in the common spelling. However, those teachers who prefer to teach spelling to First Reader pupils will find that the vocabulary list of words in the Appendix will readily lend itself to this use, so also will the lists of words given in various lessons. In the Appendix all words used in our lessons are there tabulated alphabetically and respelled for pronunciation purposes.

**TEACHING TO READ.**—In the first part of the Reader teach words largely as wholes. New words are introduced sparingly in each lesson. Do not try to have the pupil memorize the word aside from the thought of the sentence in which it occurs. Write on the blackboard new sentences containing the words, and it will be surprising to see how quickly the pupils will master them by sight. No attempt should be made at analysis except as it be made in a syllable to make clear the sound taught in the lesson or the sounds already taught.

**ENLARGING THE PUPIL'S VOCABULARY.**—Encourage the child to talk by asking him questions; as, "John, what did you see coming to school?" "Mary, go to the window and look out until I count ten, and then come back and tell us everything you saw." Never forget that words are learned by trying to tell or understand a thought. That is nature's way.

**MOTTOES.**—In the various lessons are sentiments in smaller type than is used in the lesson proper. This type is to be read by the teacher and explained to the pupils. Each motto contains words that embody the sound or sounds of the lesson. It will be found of advantage after the pupils have read through the first part of the Reader to begin again with Lesson I, and have them read the mottoes and try to explain the simpler ones in their own language.

**PICTURES.**—Great care has been taken to have each picture illustrate the central thought of the lesson. Each picture has been made for this Reader by an excellent artist. The eye helps the ear to catch and fix the idea of the lesson.

**MUSIC.**—To help drill the pupil in phonetics, and to fasten these sounds on the mind, the music that accompanies the lessons will be found useful. Rhythm and rime greatly assist the memory. Children love music. It will be seen in the first part of this Reader that a staff of music is given usually with each lesson, and all of the staves under one group of sounds make a complete song. This method will help to tie together the group in the mind of the pupil.

**EXACT ENUNCIATION AND PRONUNCIATION.**—The first step in this teaching is to train the ability to detect and produce each of the fifty-two sounds that make up the spoken English language. This should be a chief aim in the first two years of a pupil's school life. If done thoroughly, it will be found that the pupil has taken a



long step to become a good reader, a good speller, and, incidentally, a good talker. It is foundation-work.

The drill in phonetics should begin early—in the kindergarten is not too early; even better were it to begin in the nursery. It is certain that it is not too early to begin with the First Reader.

Efforts should be made to detect and overcome every defect in the organs of speech, as drawing, stammering, weakness of voice (see "Teachers' Manual"). Let the drill be patient and persistent on those sounds which are defective. Remember the shortest road is still a hard road, and there is no excellency without great labor.

For the correct use of tongue, lips, teeth, breath, vocal cords, in giving the sounds, carefully prepared directions will be found under each lesson. These should be mastered by the teacher.

In teaching phonetics see that the pupil is kept interested in the thought of the sentence, or in the story while he is learning the drill-sound. Always be sure that the thought in which you are interesting him is something worth the while; always distinguish between simplicity and simpleness; there is such a thing as sensible simplicity.

This Reader is divided into two parts; in the first part the drill is on the vowels; in the second part the drill is on the consonants.

For drill in phonetics and in pronunciation we have chosen for this series of Readers what is known as

THE SCIENTIFIC ALPHABET.—For simplicity, exactness, and thoroughness in training the pupils to pronounce the sounds of the language, no system of diacritics compares for a moment with this alphabet, invented and recommended by the philological societies of England and America. The powers of the letters are similar to those used in the orthography of the United States Board of Geographical Names, by the Royal Geographical Society of England, and in the pronunciation of the great Oxford historical dictionary, "A New English Dictionary" (Dr. Murray's), and in the Funk & Wagnalls Standard Dictionary Series. Through this alphabet, for the first time, is supplied a strictly scientific series of diacritic markings, indorsed by all of the leading philologists of the English-speaking world.

The Scientific Alphabet is used in this Reader solely for pronunciation, and is *always* printed in red, so that it can be detected at a glance by teacher and pupil.

I am much indebted to my associate editor, MONTROSE J. MOSES, for assistance in giving final verbal shape to much of the First Reader. During the last year of its preparation he has been my constant helper. In the earlier stages of the work large credit is due to Mrs. T. H. ROBERTS, J. C. FERNALD, and H. C. RANKIN. Much helpful advice has been received from FRANCIS A. MARCH, LL.D., of Lafayette College, and from scores of other prominent educators and principals, and teachers in schools in this country and Canada, and in schools in England and on the Continent.

NEW YORK, *March 20, 1902.*

I. K. F.

# PRINT AND SCRIPT ALPHABETS

[The script used below is so nearly like print that it will not confuse the pupils, should the teacher use it in blackboard exercises. It lends itself quite as readily to the slant or semi-slant method of writing, should either of these be preferred to the vertical.]

PRINT	SCRIPT	PRINT	SCRIPT	PRINT	SCRIPT	PRINT	SCRIPT
A	A	N	N	a	a	n	n
B	B	O	O	b	b	o	o
C	C	P	P	c	c	p	p
D	D	Q	Q	d	d	q	q
E	E	R	R	e	e	r	r
F	F	S	S	f	f	s	s
G	G	T	T	g	g	t	t
H	H	U	U	h	h	u	u
I	I	V	V	i	i	v	v
J	J	W	W	j	j	w	w
K	K	X	X	k	k	x	x
L	L	Y	Y	l	l	y	y
M	M	Z	Z	m	m	z	z



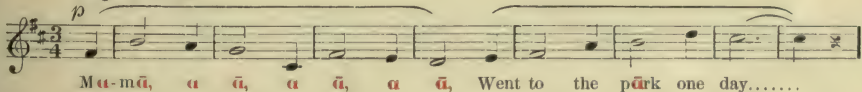


See papa!  
See mama!  
Good-by, papa!  
Good-by, mama!

Pronuncia-  
tion Drill : α, ā (pronounced  
ah), ma-mā', pa-pā'.

[α (short), ā (long). In α (so'-fα), voice-effort short; in ā (ārm), voice-effort prolonged; lips and mouth well opened; back of tongue raised lightly against back upper teeth; tip touching inside of front lower gum. See the First Reader "Teachers' Manual" for this and all succeeding lessons.]

*Tempo di Valse.*





## LESSON II

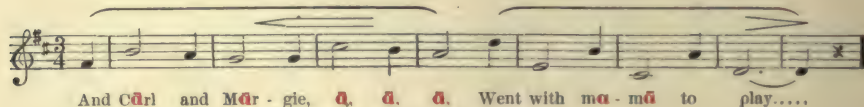
I see papa,  
 I see mama,  
 on the sofa  
 in the parlor.  
 I love papa.  
 I love mama.

Who ran to help me when I fell,  
 And would some pretty story tell,  
 Or kiss the place to make it well?  
 Mama.

JANE TAYLOR.

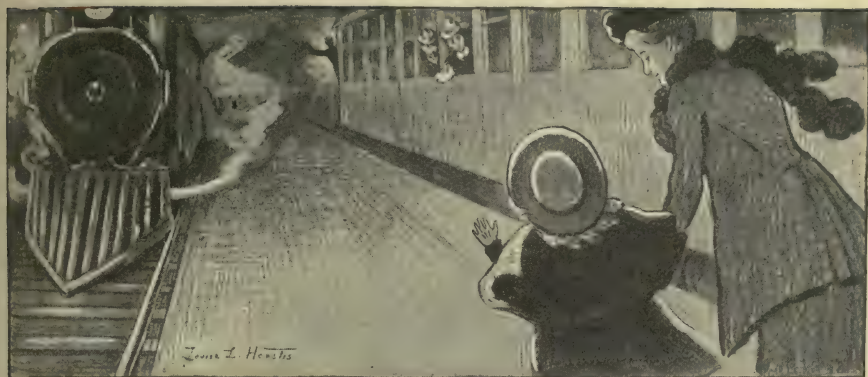
A thread a day will make a carpet.

PRONUNCIATION DRILL: a, ā, so'-fa, ma-mā', pa-pā', pār'-lor.





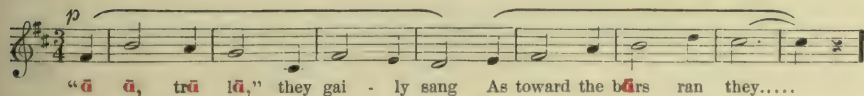
### LESSON III



Hark! the cars!  
The cars are coming.  
The cars are here.  
The cars start.  
I see mama and papa.  
They are in the last car.  
We play cars at school.

If we learn to do our part,  
Working with a gladsome heart,  
Time will quickly pass away.  
Lessons done—then we shall play.






PRONUNCIATION DRILL: ā, āre, cār, hārk, stārt.






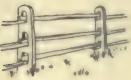

## LESSON IV

## WORD-GUESSING

[Names of objects suggested by the pictures.]

Margie and Carl went out to walk one day with mama and papa. Do you see  and ? On their way to the park Carl said: "I see some  in a  pulled by a little .

"Yes," exclaimed Margie, waving her , "look, they are going to stop near that .

"Oh," said Carl, "see, there is a  looking through the  of the fence. I hope the dog will not scare the pony." "No," said mama to Margie and Carl, "the  are good friends."

PRONUNCIATION DRILL : a, ā, pa-pā', ārm, bārn, bārs, cārt.







q

## LESSON V

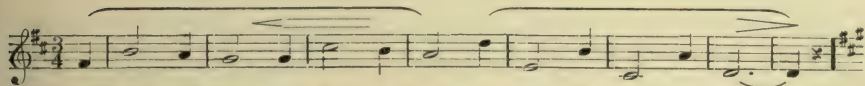
Mama,  
see the ant.

Is the ant taking a bath?  
No, the ant is on some grass.  
The bird dropped the grass.  
The grass is a raft for the ant.

The busy bee  
Is small to see;  
The ant is little, too.  
They teach us all,  
However small,  
We have a task to do.

### PRONUNCIATION DRILL: q, ant, grass.

[Intermediate variant sound between **a** and **ā**, approaching **ā**; back of tongue a little lower than in **ā**; sound not as narrow and short as **a** (**a**t), nor as broad as **ā** (**ā**rm).]



"How green the grass! q q q q, Ma - mā, come let us play."...

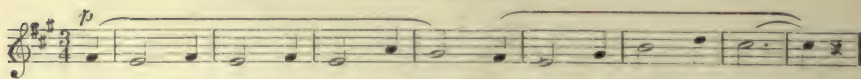




See the basket party  
 on the grass in the park.  
 The grass is green; the sky is blue.  
 The bark on the trees is dark.  
 How many trees do we see?  
 One tree, two trees, three trees.

The little birds sing:  
 "It is Spring, it is Spring.  
 We are happy and gay; are you, are you?"

PRONUNCIATION DRILL : q, bqs'-ket, gr<sup>ass</sup>.



And so they sang a mer - ry song, "q q, q q," sang they....

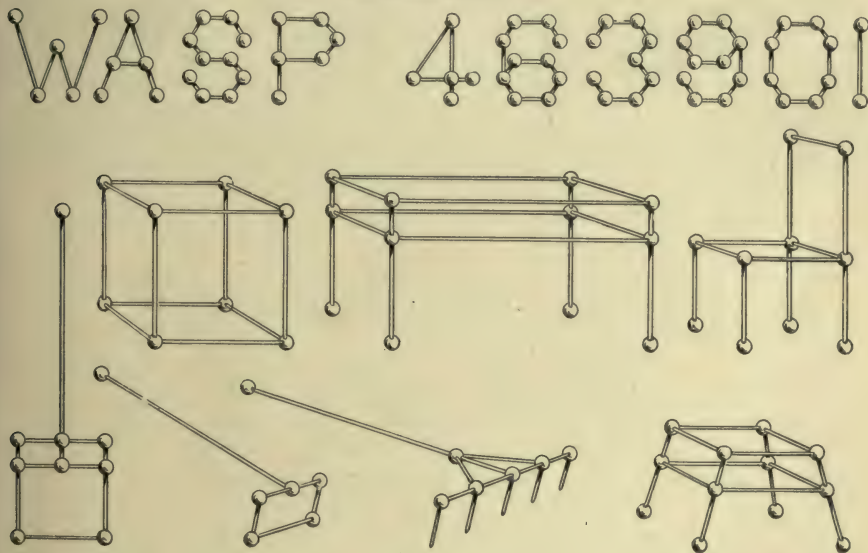


## LESSON VII



## PEAS AND STICKS

[The teacher is referred to the "Teachers' Manual" for full directions about soaking peas and handling sticks.]





## REVIEW



a	ma-mā', pa-pā'
ā	pār̄k, pār̄'-lor
g	gnt, bgs'-ket



## LESSON VIII




## WORD-GUESSING



[Pupils are to find out the words suggested by the pictures.]


1. Have you ever seen a large  climbing up the bark of a  ?


2. In this  there are one, two, three .

3. See the  take its morning .

4. A boy is sitting on a  with a tart in one  and a  in the other.

5. There are large  on the .

6. This  has a clasp on it.

7. The girls and boys are sitting on the .





We love the flag.

The flag has many stripes.

There are one, two, three colors on the flag.

Red, white, and blue. Hurrah for the flag!

Hurrah for the red, white, and blue!

We must stand and salute the flag.

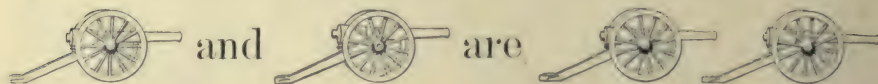
PRONUNCIATION DRILL: a, flag, has, stand.

[Short vowel; mouth open about one-quarter of an inch; middle of tongue raised; lower jaw dropped; voice-effort usually stopped by a following consonant.]



## LESSON X

## WORD-GUESSING AND COUNTING EXERCISE



## WORD DRILL

at	mat	an	and	add
bat	pat	fan	band	bad
eat	rat	man	hand	lad
fat	sat	pan	land	mad
hat	vat	ran	sand	pad

Pronunciation Drill : a, ap'-ple, ar'-row, can'-non, cap, cat, lamb.



## LESSON XI



I see a square.

Where? There!

That is a picture of a square.

What is there to see in the square?

Statues, trees, and a fountain are there.

Light is the task where many share the toil.

HOMER'S *Iliad*.

PRONUNCIATION DRILL: ā, squāre, there [*e=ā*], where.

[In making this long sound, positions of organs same as in **a** (**at**); voice-effort prolonged.]





Washington was a good man.

He was a soldier.

Once, when the air was cold, the trees bare,  
and the ground white with snow,  
his army had little to wear and little to eat.

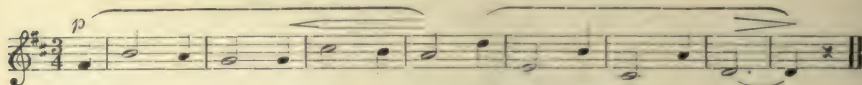
Washington was seen at prayer,  
asking God to help them.

This was at Valley Forge.

Four things observe with care:

Of whom you speak: when, how, and where.

Pronunciation Drill: ā, bāre, air [*ai*=ā], prayer [*aye*=ā], wear [*ea*=ā].



The flow - ers fair were eve - ry - where. And birds sang mer - ri - ly.....





a

21

### LESSON XIII

Here is an American soldier.

He was brave.

He fought for the American flag.

He led the attack on the fort.

Be like a soldier: always pay attention.

Pronunciation Drill : a, at-tack', at-ten'-tion.

[Organs in nearly same positions as in a (at), but less voice-effort; back of tongue lowered slightly.]

## LESSON XIV



## REVIEW

[This is a review of sounds already learned; *new* words with these sounds are given. Previous directions in Pronunciation Drills are to be followed.]

a	a-gain'	a-live'
	a-like'	a-muse'

ā	āre	bārk	lārk	cārt
	bār	dārk	mārk	pārt
	cār	hārk	pārk	tārt

q	qnt	mqsk	clqss
	qsk	tqsk	glqss
	eqsk	bqth	grqss

a	at	an	and	had
	bat	pan	sand	glad
	cat	plan	stand	that

ā	air	[ai=ā]	hair	squāre
	bear	[ea=ā]	pair	there [e=ā]
	fair		stair	where

a	as-sist'	at-tack'	at-ten'-tion
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## SONG.—“A” SOUNDS

*Tempo di Valse.*

HARVEY WORTHINGTON LOOMIS

1 Ma - mā, ā ā, ā ā, ā ā, Went to the pārk one day,....  
 2 "ā ā, trā hī," they gal - ly sang As toward the bārs ran they,....

*p*

And Cārl and Mā - gie, ā, ā, ā, Went with mā - mā to play....  
 "How green the grāss, ā ā, ā ā, Mā - mā, come let us [Omit.....] play."....

*crescendo.* *mf*

1st Ending 2nd Ending

3. And so they sang a mer - ry song, "ā ā, ā ā," sang they;....

*p*

And then with flāgs ānd hoops ānd balls They hād a jol - ly day ....

*rit. a tempo.*

4. And what was there, ā ā, ā ā, And oh, what did they see?.....

*p*

The flow - ers fāir were eve - ry - where, And birds sang mer - ri - ly.....

*crescendo* *mf*

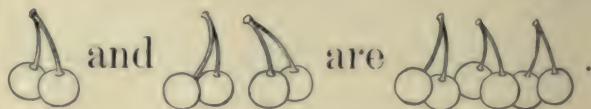
## LESSON XVI

Cherries are red.

A cherry-tree is covered  
with cherry-blossoms.

The blossoms are white.

The cherries grow on stems.



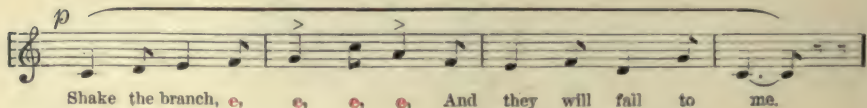
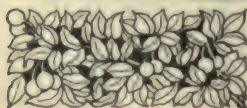
If you don't get the better of temper, it will get  
the better of you.

The valley stretching for miles below  
Is white with blossoming cherry-trees, as if just  
covered with lightest snow.

LONGFELLOW.

Pronunciation Drill : e, cher'-ry, red, stem.

[In making this short sound, middle of tongue raised; also the front, slightly; lower jaw dropped, tho not as much as in **a** (at). Voice-effort usually stopped by a following consonant.]







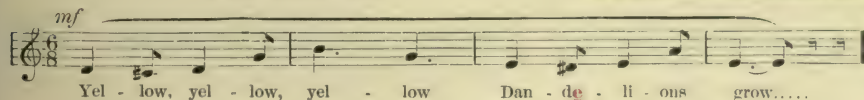
LESSON XVII

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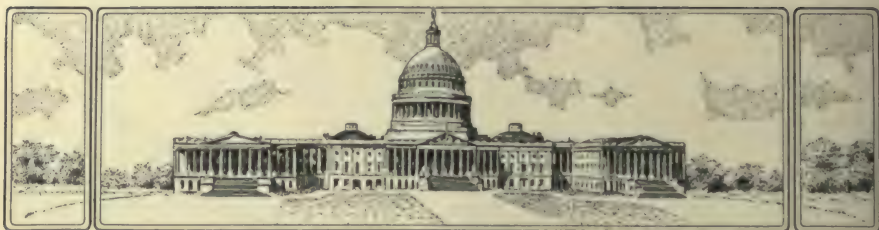
This yellow flower  
is a dandelion.  
It grows in gardens  
and in fields.  
It blooms in the Spring.  
Bees and birds fly around it.  
Have you ever seen  
a dandelion?  
Do you remember now  
where you saw it?

Pronunciation Drill : e, dan'-de-li''-on, re-mem'-ber.

[This sound occurs only in unaccented syllables; nearly same sound as i (it): middle of tongue raised; jaw not dropped as much as in e (red); mouth open about one-quarter inch; voice-effort weak.]



## LESSON XVIII



This is a picture of the Capitol  
of the United States.  
The Capitol is in Washington.  
The President of the United States  
works in the Capitol.  
George Washington  
was the first President.

And the star-spangled banner in triumph  
shall wave  
O'er the land of the free and the home  
of the brave.

FRANCIS SCOTT KEY.

PRONUNCIATION DRILL: e, pres'-i-dent.

[Same sound as e (red), varying toward u in but; only in unaccented syllables; voice-effort often but a murmur; middle of tongue raised slightly, and tongue narrowed toward front.]





## LESSON XIX

### CLAY-MODELING

[Directions for the proper mixing of the clay, and for modeling, are given in the "Teachers' Manual."]



## LESSON XX

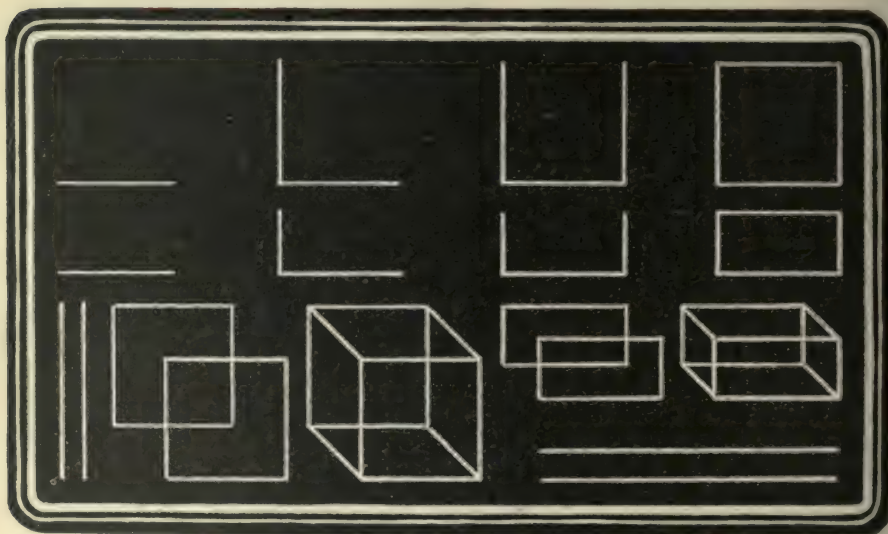
## REVIEW

e	bed	bell	bent	belt
	end	cell	cent	felt
	bend	dell	dent	melt
	lend	fell	lent	hem
	send	tell	sent	them

e      dan'-de-li''-on      re-mem'-ber

e      mo'-ment      pres'-i-dent

## DRAWING LESSON



[The two boxes shown in the above diagrams are developed from the straight line. For directions see "Teachers' Manual."]



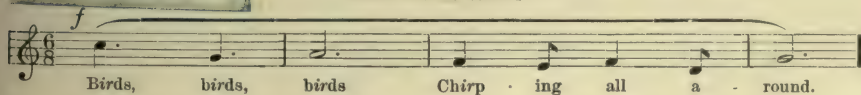
The birds fly  
here and there.  
They build nests  
in trees.

Their little eggs  
are in the nests.  
The pretty birds perch  
on the branches  
of the flowers.

How many birds can you name?

Pronunciation Drill : **er**, flow'-**er**, **perch**, bird [*ir*=**er**].

[Positions of organs same as in **er**; voice-effort prolonged; modified by **r**; lips slightly rounded.]





## LESSON XXII



The daisy grows in the fields.  
 Have you ever seen a daisy?  
 Some daisies are yellow, with black eyes.  
 Some daisies are white, with yellow eyes.  
 The daisies bloom in May.  
 Do you know how to make a daisy-chain?

Bright flowers whose home is everywhere.

WORDSWORTH, *To the Daisy*.

There is a flower, a little flower,  
 With silver crest and golden eye,  
 That welcomes every changing hour,  
 And weathers every sky.

MONTGOMERY, *The Daisy*.

PRONUNCIATION DRILL: ê, chain [ai=ê], dai'-sy, make [a=ê].  
 May [ay=ê], a [a=ê if accented; a=a if unaccented].

[Organs in same positions as in e; voice-effort prolonged.]



White the dai-sies, ê, ê, ê, Are peep-ing from the ground.



How many days of the week are there ?

There are seven days :

Sunday, Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday.

Sunday is a day of rest.

Monday, Tuesday, Wednesday, Thursday,  
and Friday are school-days.

On Saturday, girls and boys play,  
and have fun.

PRONUNCIATION DRILL : Mon'-day [*ay*=ê].

[Organs in slightly narrower positions than in ê ; sound occurs in unaccented syllables.]

*mf*

Mon - day, Tues - day, Wednes - day, Eve - ry day I go....

*ritard.*

In the fields to see the birds And flow - ers I love so.....

 The musical notation consists of two staves. The first staff begins with a treble clef and a key signature of one sharp (F#). It contains a melody with eighth and quarter notes, corresponding to the lyrics 'Mon - day, Tues - day, Wednes - day, Eve - ry day I go....'. The second staff continues the melody with the lyrics 'In the fields to see the birds And flow - ers I love so.....'. The word 'ritard.' is written above the final notes of the second staff.

## LESSON XXIV

## REVIEW

er ev'-er her bird [ir=er] girl  
 é late [à=é] day [ay=é] play they [ey=é]  
 ê Sun'-day [ay=é] Mon'-day Tues'-day

## SONG.—“E” SOUNDS

*Allegro.*

HARVEY WORTHINGTON LOOMIS

1. Red, red, red Cher-ries on a tree, Shake the branch, e, e, e, e, And  
 3. Birds, birds, birds Chirp-ing all a-round, White the dai-sies, é, é, é, Are

FINE.

they will fall to me, 2. Yel-low, yel-low, yel-low Dan-dy-lions  
 peep-ing from the ground. 4. Mon-day, Tues-day, Wednes-day, Eve-ry day I

FINE.

D.C.

grow... In the fields é, é, é, é, I do love them so...  
 go... In the fields to see the birds And flow-ers I love so... D.C.

ritard.



## LESSON XXV

## COLOR DRILL

[For directions and explanation see "Teachers' Manual."]



The squirrel lives in the woods.  
His home is in the trunks of trees.

He eats nuts.

In the Fall he hides the nuts,  
so that when cold Winter comes  
he will have something to eat.

Squirrels run fast.

Their tails are like brushes.

Do you know why  
they have such tails?

The long bushy tail helps the squirrel  
to leap from tree to tree.

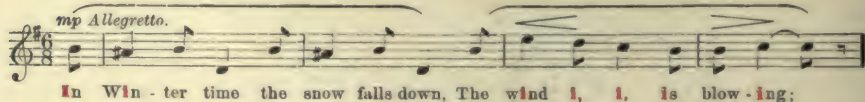
It also keeps him warm in Winter.

In November, squirrels go  
into their homes, to stay  
until the Winter has gone.

All things are possible to him who works.

PRONUNCIATION DRILL: i, in, is, it, live, Win'-ter.

[In this short sound, voice-effort stopped by following consonant; front of tongue raised as high as vowel sound can be made with tongue flat; mouth opened about one quarter inch.]



Fish swim in the water.  
 They can not live long  
     out of the water.  
 They have many small gills,  
     through which they breathe.  
 Fish lay many eggs.  
 Have you seen a fish swim?  
 It moves its tail when it swims.  
 Fish are of many colors.  
 Some fish have colors  
     like the rainbow.

Here and there and everywhere  
 The salmon swims about—  
 The herring and the pickerel,  
 The bluefish and the trout.

Give us, oh! give us the man who will sing at his  
 work. He will do more in the same time—he will do  
 it better.—CARLYLE.

PRONUNCIATION DRILL: i, fish, live, swim.



In Spring the farm - er plants his seed, And soon it starts a grow - ing.







The peach-tree is in the garden.  
 There are leaves on the tree. They are green.  
 The tree has pink flowers on it.  
 These flowers are called blossoms.  
 The peach-blossoms fall to the ground  
     when the peaches begin to grow.  
 A peach is at first green.  
 Then it turns ripe, and we may eat it.  
 A peach-stone is inside of the peach.

The trees that are most in the sun bear the sweetest fruits.

**Pronunciation Drill :** *î*, leaves [*ea=î*], peach, green [*ee=î*], see, tree.

[This long sound is equivalent to *ee* in *see*; positions of organs similar to those in *î* (*In*), but voice-effort prolonged.]

*mp Allegretto.*

In Sum - mer, peach - es, *î*, *î*, *î*, Are found un - til Sep - tem - ber;...

In Au - tumn, leaves, *î*, *î*, turn brown, And nuts come in No - vem - ber.

There are many leaves  
on a tree.

In Spring  
the leaves are green.

In September  
the leaves turn dark.

Some leaves are yellow,  
brown, or red.

Leaves have many shapes.

Go on with your work and be strong.

RUDYARD KIPLING.

PRONUNCIATION DRILL : **i**, leaf  
[ea=**i**], green [ee=**i**], tree.

## LESSON XXX

## REVIEW

i            it            rip            in  
               sit            trip            pin

î    be [e=î]            he            me            see  
       beat [ea=i]        heat            meet [ee=î]        seat

## SONG.—THE SEASONS

*Allegretto.*

HARVEY WORTHINGTON LOOMIS

*mp*



1. In Win - ter time the snow falls down, The wind **i** **i** is blow - ing;  
 2. In Sum - mer, peach - es, **i** **i** **i** Are found un - til Sep - tem - ber;

*mp*



In Spring the farm - er plants his seed, And soon it starts a grow - ing.  
 In Au - tumn, leaves. **i** **i** turn brown, And nuts come 'in No - vem - ber.



Hey diddle diddle, the  and the ,


The  jumped over the ,

The little  laughed to see such sport,

And the  ran after the  .

Little Boy Blue, come blow your ,

The 's in the meadow, the 's in the  
corn —

Where's the little boy that looks after the  
 ?

He is under the haycock fast asleep.



If the cute little swallows at play  
 Their mother bird surely obey,  
     She will teach them to fly,  
     And they'll learn by and by  
 To go from their nest every day.

The swallow is come!

The swallow is come!

O, fair are the seasons, and light  
     Are the days that she brings  
     With her dusky wings,  
 And her bosom snowy white!

LONGFELLOW.

PRONUNCIATION DRILL : o, o-bey'.

[In making this short sound, lips are rounded; voice-effort short; tongue lies naturally with its back raised to middle height; found in unaccented syllables.]

PRONUNCIATION DRILL : ō, spar'-row [ow=ō].

[In making this long sound, positions of organs as in o; voice-effort prolonged.]



## LESSON XXXIII

What color do you like  
best in a rose?

Here are red roses, pink  
roses, yellow roses,  
and white roses.

A rose-leaf is called a  
petal.

The stems of some roses  
have sharp thorns  
upon them.

PRONUNCIATION DRILL: ō, rōse.

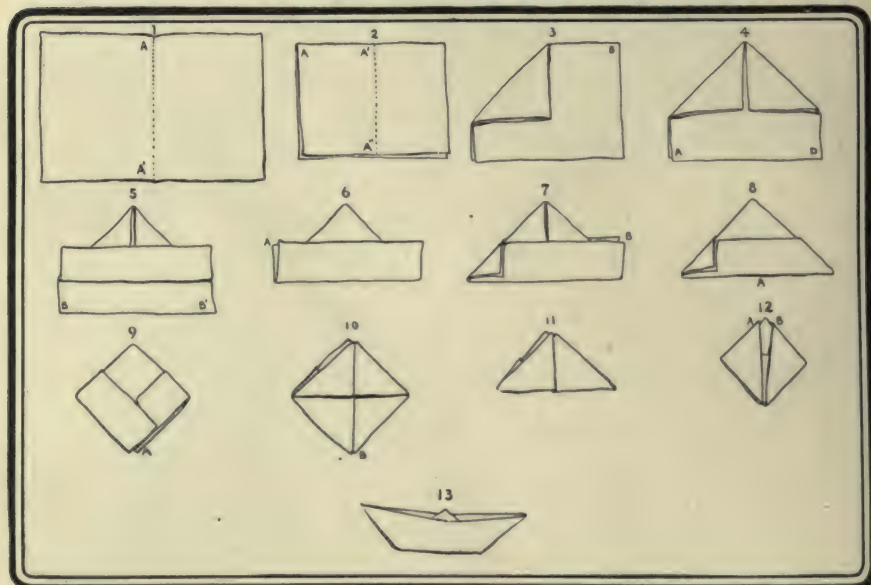




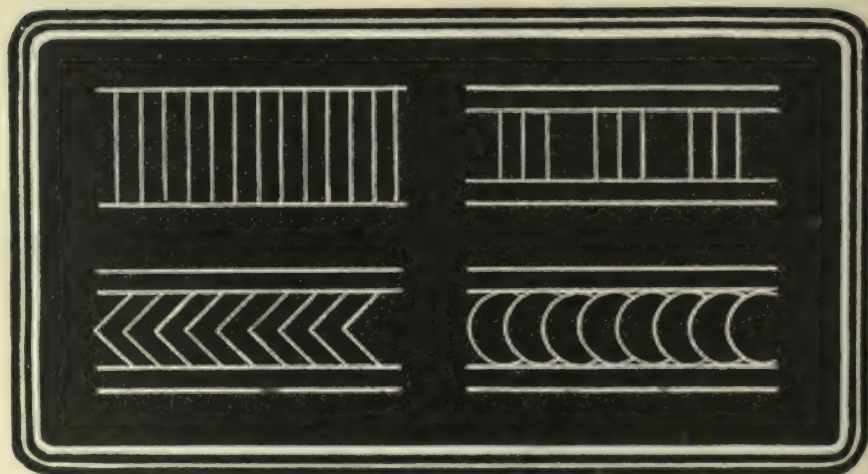
## LESSON XXXIV

[Full directions for making the paper boat and for the drawing lesson are given in "Teachers' Manual."]

## PAPER-FOLDING



## DRAWING LESSON



## LESSON XXXV

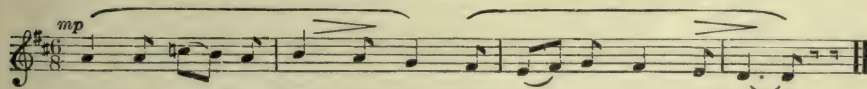


The boat is on the lake near the shore.  
 The boy is in the boat with oars.  
 The water ripples when the wind blows.

Once I got into a boat—  
 Such a pretty, pretty boat—  
 Just as the day was dawning;  
 And I took a little oar,  
 And I rowed away from shore,  
 So very, very early in the morning.  
 And every little wavelet had its nightcap on,  
 Its nightcap, whitecap, nightcap on,  
 And every little wavelet had its nightcap on,  
 So very, very early in the morning.

—*Kindergarten Song.*

Pronunciation Drill : ō, shōre, boat [oa=ō], oar, blow [ow=ō].



Take a boat and float and float, And find out where they go....

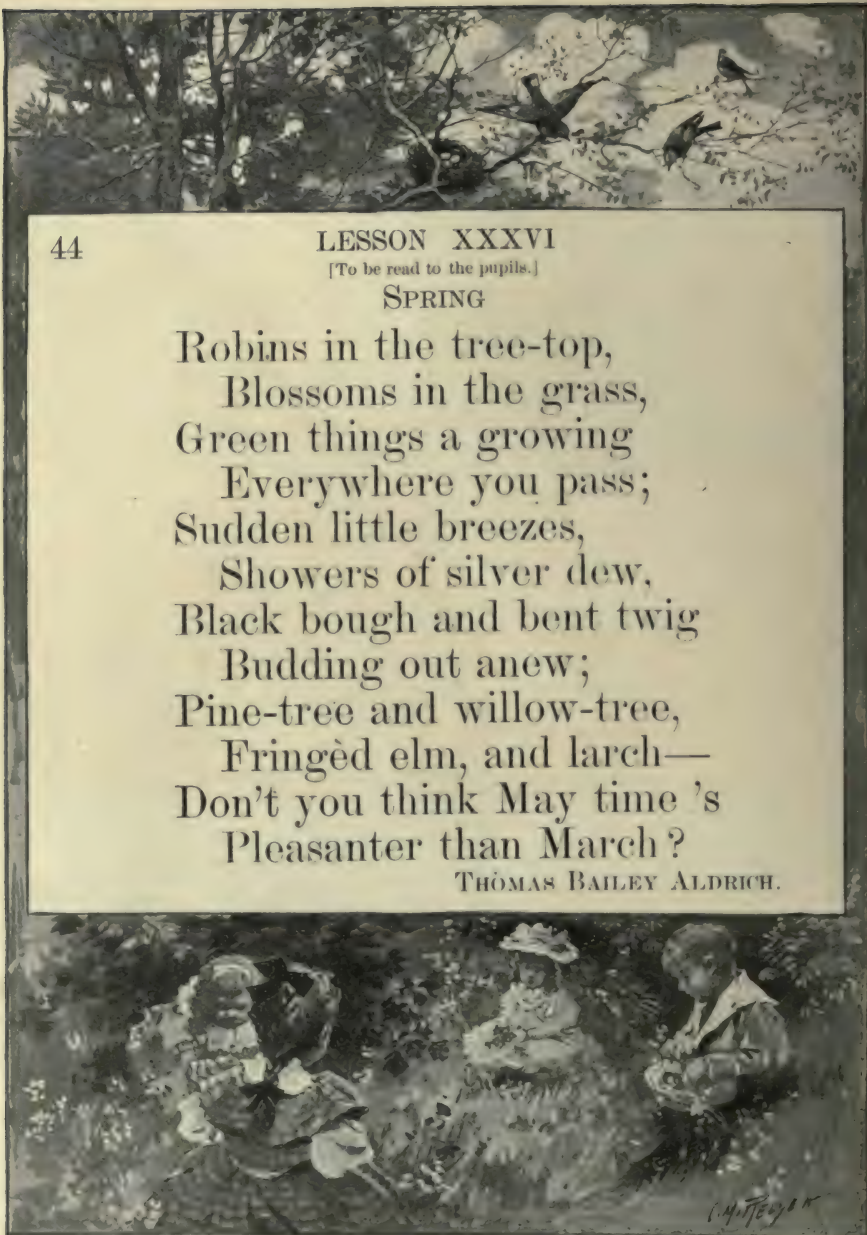
## LESSON XXXVI

[To be read to the pupils.]

## SPRING

Robins in the tree-top,  
Blossoms in the grass,  
Green things a growing  
Everywhere you pass;  
Sudden little breezes,  
Showers of silver dew,  
Black bough and bent twig  
Budding out anew;  
Pine-tree and willow-tree,  
Fringèd elm, and larch—  
Don't you think May time's  
Pleasanter than March?

THOMAS BAILEY ALDRICH.



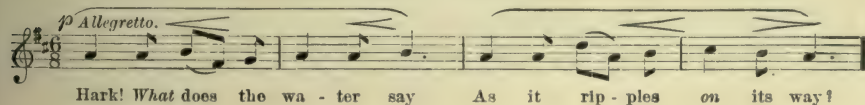




The clock has a face and hands.  
 A watch also has a face and hands.  
 Watches and clocks tell the time of day.

PRONUNCIATION DRILL : o, clock, watch [a=o].

[In making this short vowel, voice-effort stopped by consonant following; lips rounded, and sound in back of mouth; mouth-opening medium.]





In the forest are many trees.  
Holly is found in the forest.  
We hang holly about the house  
at Christmas time.

What kind of tree  
is a Christmas tree?

On the tree Santa Claus puts  
toys

For little girls and little boys.  
On Christmas morning, oh,  
what fun—

What sport for each  
and every one!

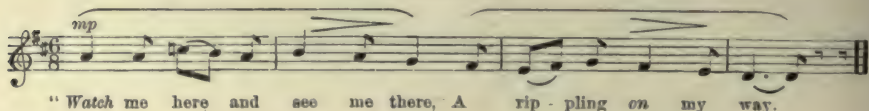
Here is the picture  
of a Christmas tree.

What do you see on it?  
A dog, a doll, a stocking,  
popcorn.

Christmas comes but once a year.

Peace on earth, good will toward men.

PRONUNCIATION DRILL: o, for'-est, hol'-ly, top, what [a=o].



## LESSON XXXIX

## REVIEW

o

o-bey'

o-mit'

ō

bōne

oar [oa=ō]

bow [ow=ō]

nō

rōse

door [oo=ō]

low

blow

elō'-ver

floor

slow

flow

ø

døg

Gød

cløck

føg

nød

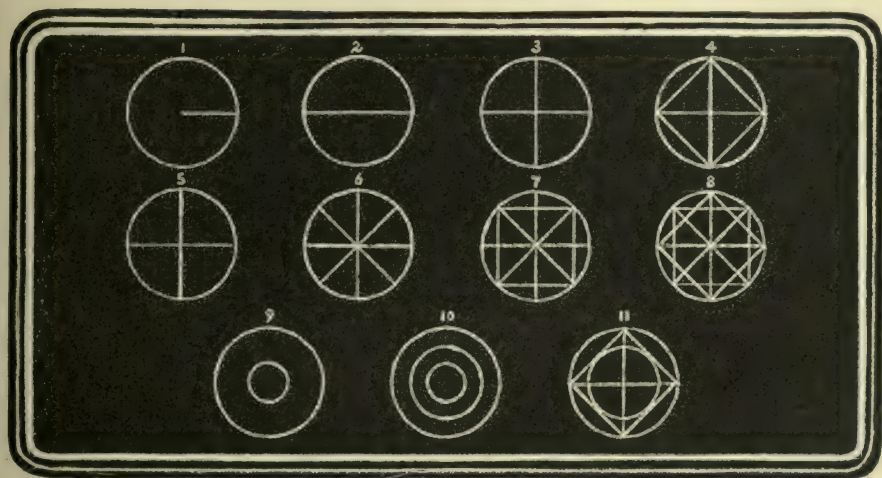
fløck

løg

ødd

løck

## DRAWING LESSON



[The above diagrams are based upon the straight line and the circle. For directions see "Teachers' Manual."]



The frost is on the ground.  
 The leaves of the tall trees are covered  
 with frost.  
 When the sun comes the frost thaws.  
 Frost melts like snow.  
 Frost makes pictures on the window-glass.  
 Do you know how these pictures are made?  
 Water freezes when it is cold.  
 When water freezes it makes ice.

### WHEN IS IT WINTER TIME?

When icicles hang by the wall,  
 And Dick, the shepherd, blows his nail,  
 And Tom bears logs into the hall,  
 And milk comes frozen home in pail.

SHAKESPEARE, *Love's Labour's Lost*, Act v, Sc. 2.

**Pronunciation Drill :** *ō*, fr*ō*st, fall [*a*=*ō*], tall, thaw [*aw*=*ō*].

[Found in accented syllables; positions of organs same as in *no* (not); voice-effort prolonged in this long vowel sound.]

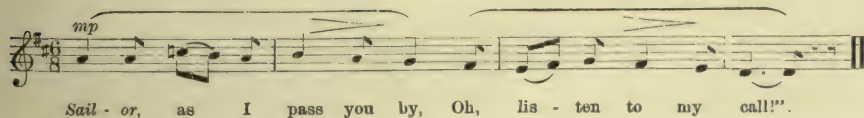




The ship is in the harbor.  
 The sailors are on the deck.  
 The big ship belongs  
     to the United States,  
     and is named the Oregon.  
 Do you see the big guns?

PRONUNCIATION DRILL : Q, har'-bor, sail'-or.

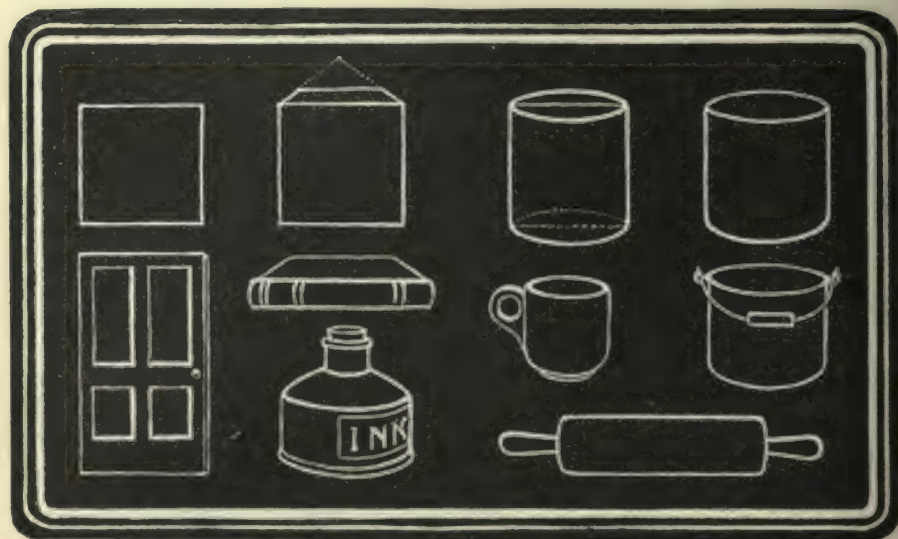
[In unaccented syllables; positions of organs nearly as in Q; varies toward u in but.]



## LESSON XLII

## OBJECT-DRAWING LESSON

[For directions see "Teachers' Manual."]



## REVIEW

$\bar{o}$	all [ $a=\bar{o}$ ]	wall
	ball	car [ $ar=\bar{o}$ ]
	call	claw
	fall	flaw
	hall	draw
	tall	thaw

$\bar{o}$  ar'-b $\bar{o}$ r har'-b $\bar{o}$ r sail'- $\bar{o}$ r



## LESSON XLIII

## SONG.—THE RIPPLES

MONTROSE J. MOSES

HARVEY WORTHINGTON LOOMIS

*p Allegretto.*

1. Tell me where the rip - ples go; Fol - low them and let me know.  
 2. Hark! What does the wa - ter say As it rip - ples on its way?  
 3. "As I flow and as I fall, Tin - kle, sprin - kle is my call.

*mp*

Take a boat and float and float, And find out where they go....  
 "Watch me here and see me there, A rip - pling on my way....  
 Sail - or, as I pass you by, Oh, lis - ten to my call!"..

*mp* R. H.

When I was down beside the sea  
 A wooden spade they gave to me  
 To dig the sandy shore.  
 My holes were empty like a cup,  
 In every hole the sea came up,  
 Till it could come no more.

ROBERT LOUIS STEVENSON.

b  
c  
h  
l  
n  
t

ook

[oo=u]

c  
sh  
w

ould

[ou=u]

## Do you know the story of Little Red Riding Hood?

Look for goodness, look for gladness,  
You will meet them all the while;  
If you bring a smiling visage  
To the glass, you meet a smile.

ALICE CARY.

PRONUNCIATION DRILL: u, full, hood [oo=u], wool.

[Lips rounded, with small opening; in making this short sound back of tongue raised as high as vowel sound can be made with tongue slack; voice-effort stopped by following consonant.]

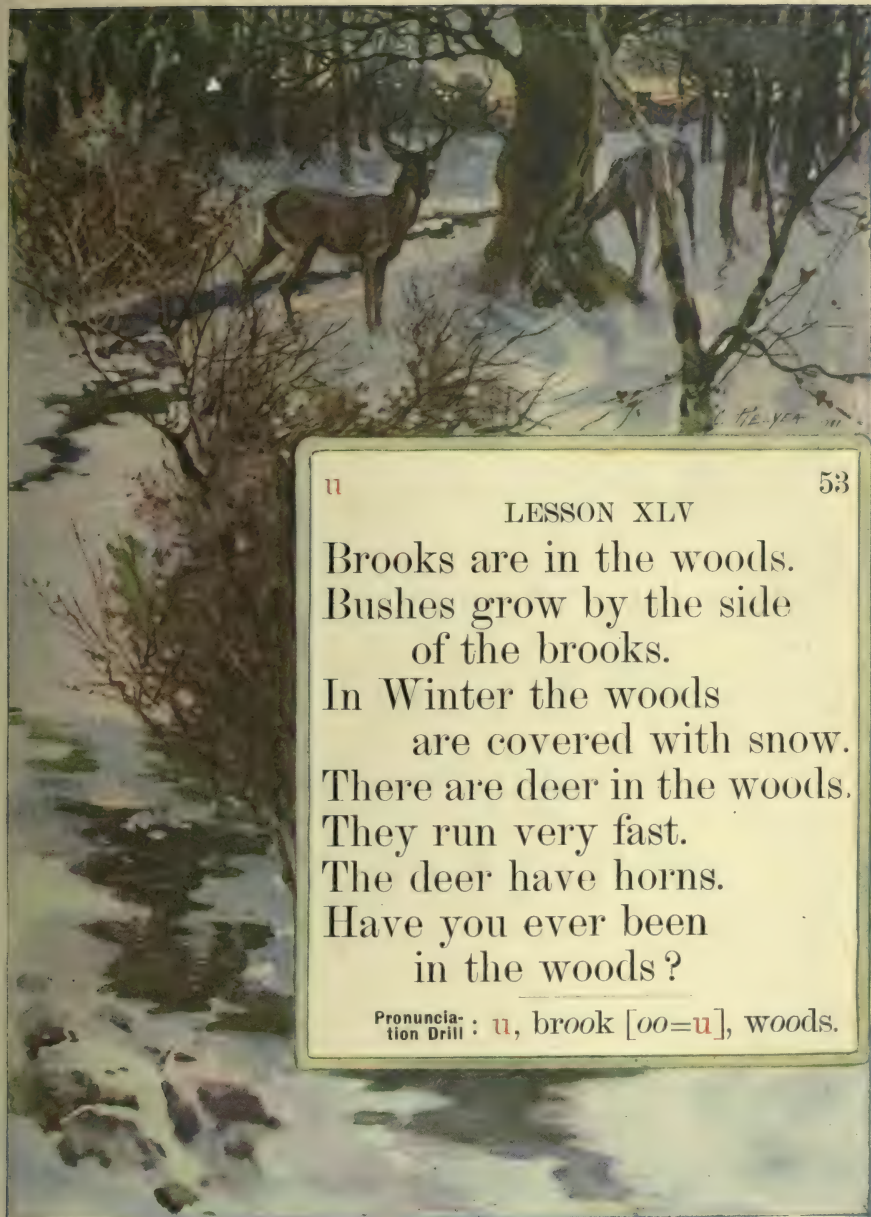


Which would you rath - er be— a brook That flows and flows and flows;.....



A bush with - in a sha - dy nook That grows and grows and grows!....





u

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LESSON XLV

Brooks are in the woods.  
Bushes grow by the side  
of the brooks.

In Winter the woods  
are covered with snow.

There are deer in the woods.

They run very fast.

The deer have horns.

Have you ever been  
in the woods?

Pronuncia-  
tion Drill : u, brook [oo=u], woods.



## LESSON XLVI

In Winter the snow falls on the ground.

Then the trees are white, and the bushes too.

What do you do when it snows?

In Winter, when it is cold,

a pool of water freezes.

The water turns into ice.

The ice is smooth.

Do you know why ice floats on the water?

Pretty hands are hands that pretty do.

The way to be happy is to make some one happy.

**Pronunciation Drill:** ū, do [o=ū], pool [oo=ū], smooth, you [ou=ū].

[Organs in same positions as in **u** (wool); voice-effort prolonged.]





The sailors on a ship are called  
the ship's crew.

A number of soldiers marching  
are called a troop.

Each troop has a bugler  
who blows a bugle.

The buglers blew their bugles  
during the war.

'Tis well to be merry and wise;

'Tis well to be honest and true.

PRONUNCIATION DRILL: ū, blew [ew=ū], crew, troop [oo=ū].



The ti - ny lit - tle drops of dew That on the vio - lets lie?.....

How long is this line? \_\_\_\_\_

Take a ruler and measure it.

It is one inch.

\_\_\_\_\_ and \_\_\_\_\_ are

One inch and one inch are two inches.

PRONUNCIATION DRILL :  $\bar{u}$ , meas'- $\bar{u}$ re.

[Positions of organs same as in  $u$ ; shading into  $\bar{u}$  in  $b\bar{u}$ rn.]

### REVIEW

$u$	book [ $oo=u$ ]	nook	bull
	cook	rook	full
	hook	took	pull
	look	shook	wool

$\bar{u}$  do [ $o=\bar{u}$ ] drew [ $ew=\bar{u}$ ] two [ $wo=\bar{u}$ ]

$\bar{u}$  meas'- $\bar{u}$ re treas'- $\bar{u}$ re



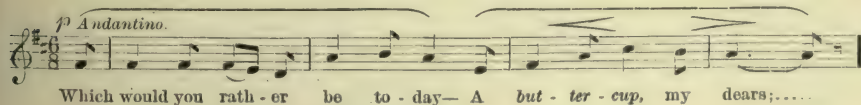


See the cluster  
 of buttercups.  
 The buttercups bloom in May.  
 The sunshine helps them grow.  
 Butterflies fly around the buttercups.



PRONUNCIATION DRILL: u, but'-ter-cup'', clus'-ter.

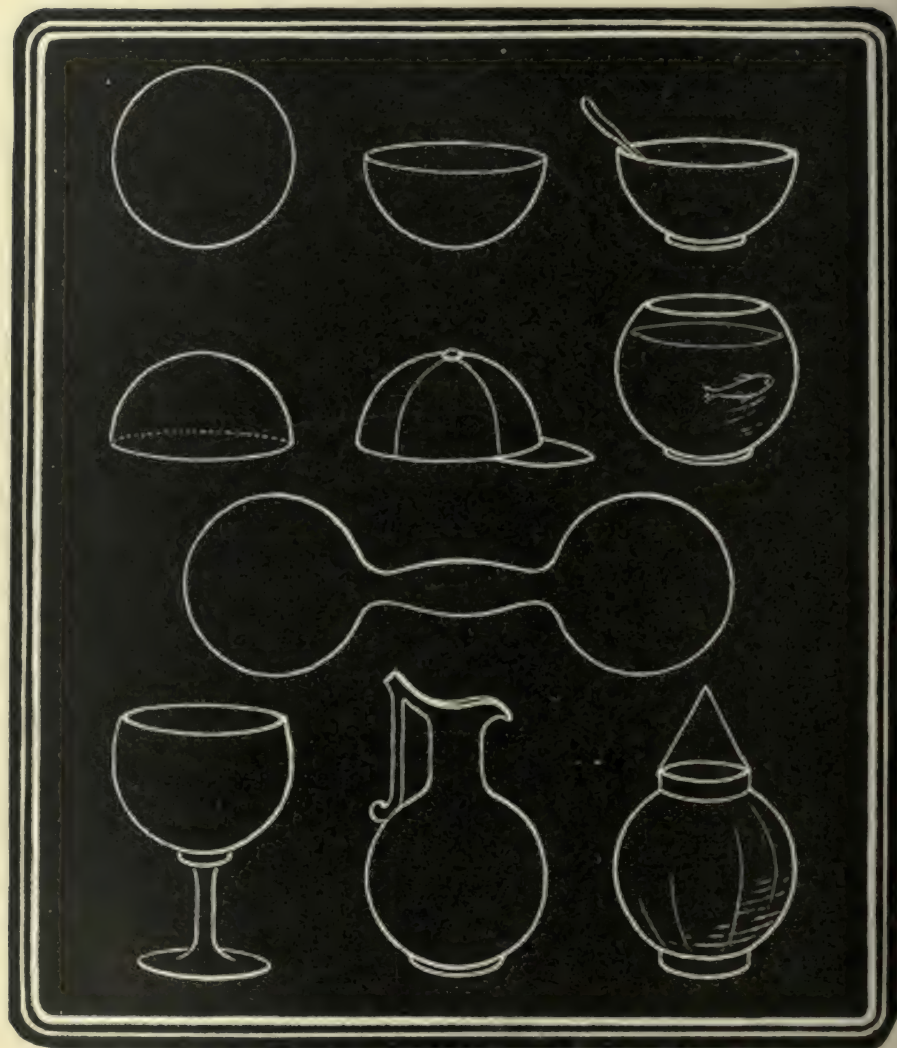
[Lips rounded not as much as in u; back part of tongue raised; the distinctive feature of this short sound is its lack of resonance; voice-effort stopped by following consonant.]



## LESSON L

## OBJECT-DRAWING LESSON

[The objects are based upon the circle. For directions see "Teachers' Manual."]






## LESSON LI


## WORD-GUESSING

Honeysuckle grows on the  .

Red, white, and blue are the  colors.

Look out! Do not let the  sting you.

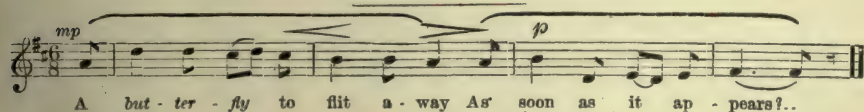
The  are in the  .

Can you tell the story of the  who saved  
the life of a mouse?

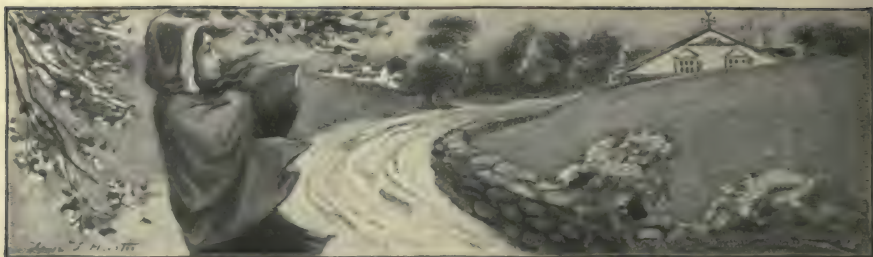
A  rubs off the marks on a  .

The rabbits burrow in the ground.

PRONUNCIATION DRILL: **u**, **nut**, col-'or [*o*=**u**], sponge.







The wind is blowing hard.  
 Hear it roar with a swish and a swirl.  
 The leaves curl, and the trees bend  
     to the wind.  
 Look at the weather-vane.  
 You can tell which way the wind whirls  
     by the way the vane moves.

PRONUNCIATION DRILL: ū, cūrĭ.

[Positions of organs similar to those in **u**; voice-effort prolonged; found before **r** only.]

*p Andantino.*

A lit - tle leaf that on the tree Be - neath the sun un - curls;.....

*mp* Or tell me, would you rath - er be Just lit - tle boys and girls?.....



U

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LESSON LIII

Learn, learn,  
learn to churn,  
churn, churn,  
And the milk  
into butter  
will turn, turn, turn.

Turn North, turn South, turn East, turn West.

PRONUNCIATION DRILL: ū, chūrṇ, tūrṇ.

## LESSON LIV

## REVIEW

u      bun      run      but      hut  
 fun      sun      cut      nut

ū      būrn      chūrñ      tūrñ

## SONG.—WHICH WOULD YOU RATHER BE?

MONTROSE J. MOSES

HARVEY WORTHINGTON LOOMIS

*p Andantino*

1. Which *would* you rath - er be— a brook That flows and flows and flows;.....  
 2. A vi - o - let so *blue*, so *blue*, So dain - ty and so shy;.....  
 3. Which would you rath - er be to - day— A *but - ter - cup*, my dears;.....  
 4. A lit - tle leaf that on the tree Be - neath the sun un - curls;.....

*mp* *p*

A bush with - in a sha - dy nook That grows and grows and grows! ...  
 The ti - ny lit - tle drops of dew That on the vio - lets lie! .....  
 A *but - ter - fly* to flit a - way As soon as it ap - pears!.....  
 Or tell me, would you rath - er be Just lit - tle boys and girls! .....

*mp* *p*



## LESSON LV



## GENERAL REVIEW OF THE VOWEL SOUNDS

[The vowels are here grouped according to the short, long, and variant sounds. Further explanation is given in the Appendix, under the Scientific Alphabet.]

	SHORT VOWELS		LONG VOWELS		VARIANTS
a	ma-mā', pa-pā'	ā	āre, cār	ą	ąnt, grass
a	flag, has	ā	squāre, air	ą	ąt-ten'-tion
e	red, stem	ê	day, May	e	dan'-de-li''-on
				e	pres'-i-dent
				er	flow'-er
				ê	Mon'-day
i	fish, in	î	peach, tree	î	preferred e
o	o-bey'	ō	rōse, spar'-row		
o	clock, for'-est	ō	frōst, fall	o	sail'-or
u	full, brook	ū	do, pool,	ū	meas'-ūre
u	clus'-ter, sponge	ū	būrn, cūrl		

IN THE following, the second part of the

First Reader, the pupil is to be drilled upon the consonant sounds; also certain vowel sounds are to be incidentally reviewed; but, primarily, the object is to familiarize the pupil with the consonant sounds preparatory to a continuation of the consonant drill in a more extended form in the Second Reader. The majority of the lessons are printed in both the ordinary and the Scientific Alphabet type. It is strongly advised that the text in the Scientific Alphabet type be read first, and that it again be studied from the ordinary type. The unvarying signs for the unvarying sounds of the vowels should, by now, be familiar to the pupil.



Columbus discovered America.

Men once thought the earth was flat  
and square. Columbus said it was round.

He sailed from Spain with three ships.

One morning, before the stars faded,  
he saw a new land—America.

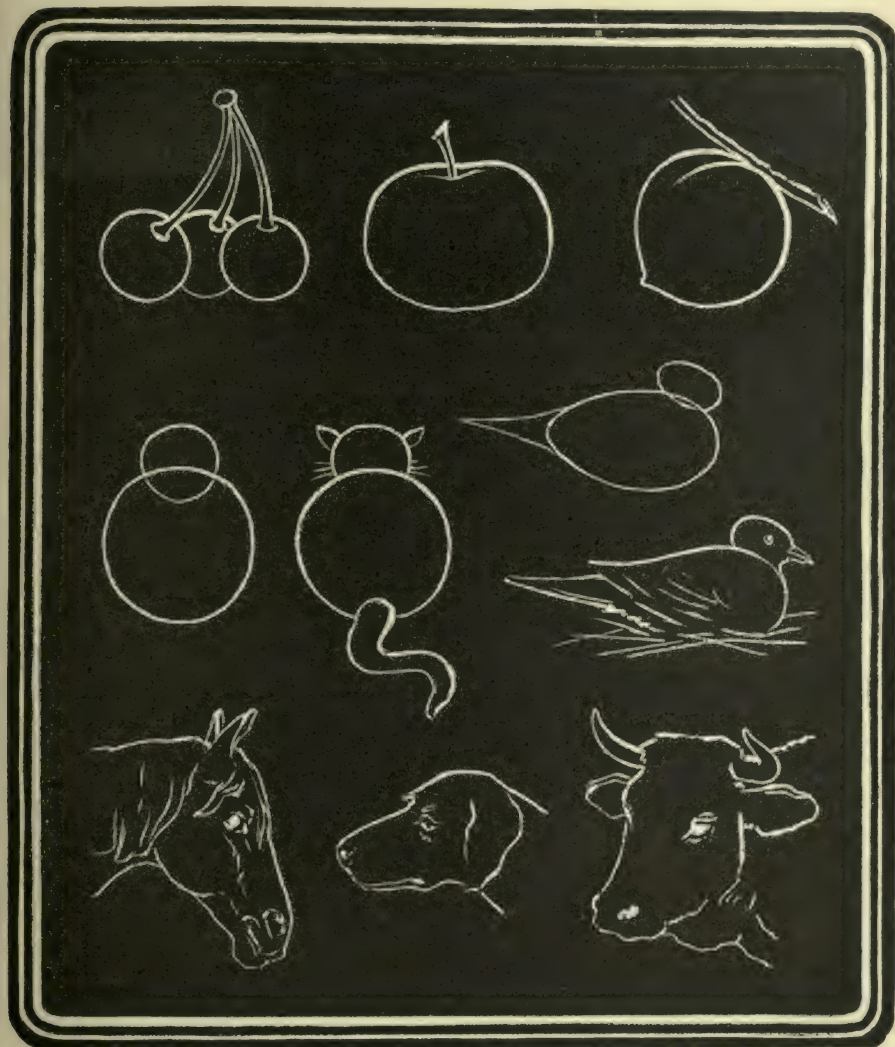




## LESSON LVIII

## OBJECT-DRAWING LESSON


[To be drawn upon blackboard, paper, or slate. For further directions see "Teachers' Manual."]




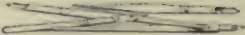

## LESSON LIX

## WORD-GUESSING

Have you seen a  on a nest?

Would you like to see an 

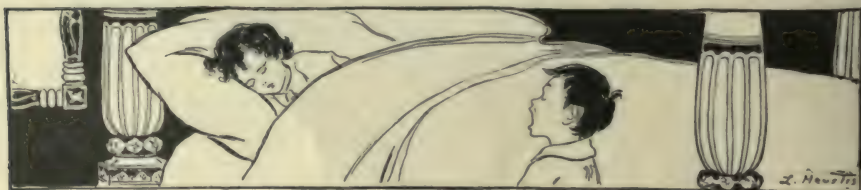
and a  ?

On the  there are   
and  \_\_\_\_\_

Early to bed and early to rise  
Makes a man healthy, wealthy, and wise.

BENJAMIN FRANKLIN.

Guess-  
Words : desk, el'-e-phant, hen, leap'-ard, pen'-cils, pens.





## LESSON LX



Once, Rip Van Winkle went up  
among the hills, where he saw  
queer little men playing ball.

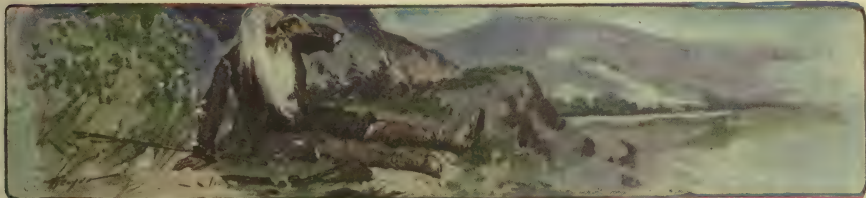
They gave Rip something to drink,  
which put him to sleep.

He slept twenty years, and when he woke up  
he was an old man with gray hair and beard.

He went home. No one knew him at first.

He was told what had happened  
while he was asleep among the hills.

[See WASHINGTON IRVING'S story.]



## LESSON LXI

Wuns, Rip Van Win'-kl went up  
 a-mung' the hilz, hwār hî sē  
 cwîr lit'-l men plē'-ing bōl.

Thē gēv Rip sum'-thing tū drink,  
 hwieh put him tū slîp.

Hî slept twen'-ti yîrz, and hwen hî wōk up  
 hî woz an ōld man with grē hār and bîrd.

Hî went hōm. Nō wun niū him at fêrst.

Hî woz tōld hwot had hap'-nd  
 hwail hî woz a-slîp' a-mung' the hilz.

## PRONUNCIATION DRILL

b	d	q	r	v	w
bar	don	quit	Rip	van	win
bare	done	quite	ripe	vane	wine

**b, d**—See Lesson LVII.

**q=k**—The positions and movements of organs in making this sound are described under **e=k** (see Lesson LVII); combination of back tongue-opening with lip-opening; **qu** generally=**ew**. See **w** below. [**q** is not used in Scientific Alphabet, but is here given for the purpose of comparison.]

**r**—Trill or rustle at tongue-tip; tongue-front raised nearly to **d** position (see Lesson LVII); tongue touches teeth and upper gum at sides; small opening in center for voice to pass.

**v**—Lower lip raised to upper front teeth as in *love*, or a similar opening as in *rat*; vocal cords close so as to vibrate; nasal veil closed; continuous consonant; same positions as in **f** (see Lesson LVII), except that the vocal cords instead of the breath are used.

**w**—Bilabial consonant; a sound with mouth rounded as for **u** (see Lesson XLIV); lips constricted; **u** resonance on following vowel.



Longfellow was a poet.  
His poems show how he loved children.  
He wrote a long poem about an Indian boy  
    named Hiawatha, who lived in the woods.  
“Then the little Hiawatha  
Learned of every bird its language,  
Learned their names and all their secrets,  
How they built their nests in Summer,  
Where they hid themselves in Winter,  
Talked with them whene’er he met them. . . .”



## LESSON LXIII

Lōng'-fel''-ō woz a pō'-et.

Hiz pō'-emz shō hau hî luvd chil'-dren.

Hî rôt a lōng pō'-em a-baut' an In'-di-an boi  
nêmd Hai''-a-wā'-tha, hū livd in the wudz.

"Then the lit'-l Hai''-a-wā'-tha

Lerd ov ev'-ri berd its lan'-gwêj,

Lerd thār nênz and ēl thār sî'-crets,

Hau the bilt thār nests in Sum'-er,

Hwār the hid them-selvz' in Win'-ter,

Tōkt with them hwen-ār' hî met them. . . ."

## PRONUNCIATION DRILL

h	l	n	p	t
hose	lot	no	pot	ton
horse	lost	nor	post	tone

**h**—Aspirate; rustle of breath preceding a vowel as in *hat*; as a final letter, modifying preceding consonant as in *hath*, *flash*.

**l**—Rustle of tongue-front edges; beginning syllable as in *lo*, ending as in *fail*; tip of tongue raised to **d** position (see Lesson LVII); sides open for breath to pass.

**n**—Vocal nasal resonance, with tongue-front closure as in *one*; tongue-front opening as in *no*; point of tongue in contact with upper gum.

**p**—Lip-closure as in *cap*; lip-opening as in *pan*; vocal cords open; nose closed; breath exploding.

**t**—Tongue-tip closure as in *at*; tongue-tip opening as in *top*; vocal cords open; nasal veil closed; explosive; tip of tongue touching upper gum.



“At the door on Summer evenings  
Sat the little Hiawatha;  
Heard the whispering of the pine-trees,  
Heard the lapping of the water, . . .  
Saw the moon rise from the water  
Rippling, rounding from the water,  
Saw the flecks and shadows on it. . . .”

What did Hiawatha hear? The rippling of the water.  
What did he see? The moon and the ripples on the  
water.

## LESSON LXV

"At the dōr on Sum'-er iv'-ningz  
 Sat the lit'-l Hai''-a-wā'-tha;  
 Herd the hwis'-per-ing ov the pain'-triz'.  
 Herd the lap'-ing ov the wō'-ter. . . .  
 Sō the mūn raiz from the wō'-ter  
 Rip'-ling, raund'-ing from the wō'-ter,  
 Sō the flecs and shad'-ōz on it. . . ."

## PRONUNCIATION DRILL

m	r	w
men	rat	we
mean	rate	wet

**m**—Vocal nasal resonance, with lip-closure as in *am*; lip-opening as in *man*.

**r**—See Lesson LXI.

**w**—See Lesson LXI.

## BLACKBOARD SENTENCES

What was the name of the Indian boy?  
 Hiawatha knew the names  
     of the birds in the woods.  
 He loved to watch the water.





Alfred Tennyson was a poet.  
He wrote about a king named Arthur.  
King Arthur had brave men around him,  
called knights.  
The knights were always kind, and took care  
of the sick and of the poor.  
They wore coats of steel, and carried  
swords and shields and spears.  
They wore steel caps, called helmets.  
King Arthur was brave, and loved  
truth and honor.

## LESSON LXVII

Al'-fred Ten'-i-sun wəz a pō'-et.  
 Hî rôt a-baut' a king nêmd Ār'-thur.  
 King Ār'-thur had brêv men a-raund' him,  
 cōld naits.  
 Thē naits wēr ōl'-wêz kaind, and tuk cār  
 ov thē sic and ov thē pūr.  
 Thê wōr cōts ov stîl, and car'-id  
 sōrdz and shîldz and spîrz.  
 Thê wōr stîl caps, cōld hel'-mets.  
 King Ār'-thur wəz brêv, and luvd  
 trūth and on'-ør.

## PRONUNCIATION DRILL

g	k	s
go	kin	sin
God	kind	sing

**g**—Back tongue-closure as in *bag*; back tongue-opening as in *gas*; articulation of back of tongue against soft palate; soft **g=j** (see Lesson LXXV), and is a quick combination of **d** (see Lesson LVII) and **zh** as in *giant*.

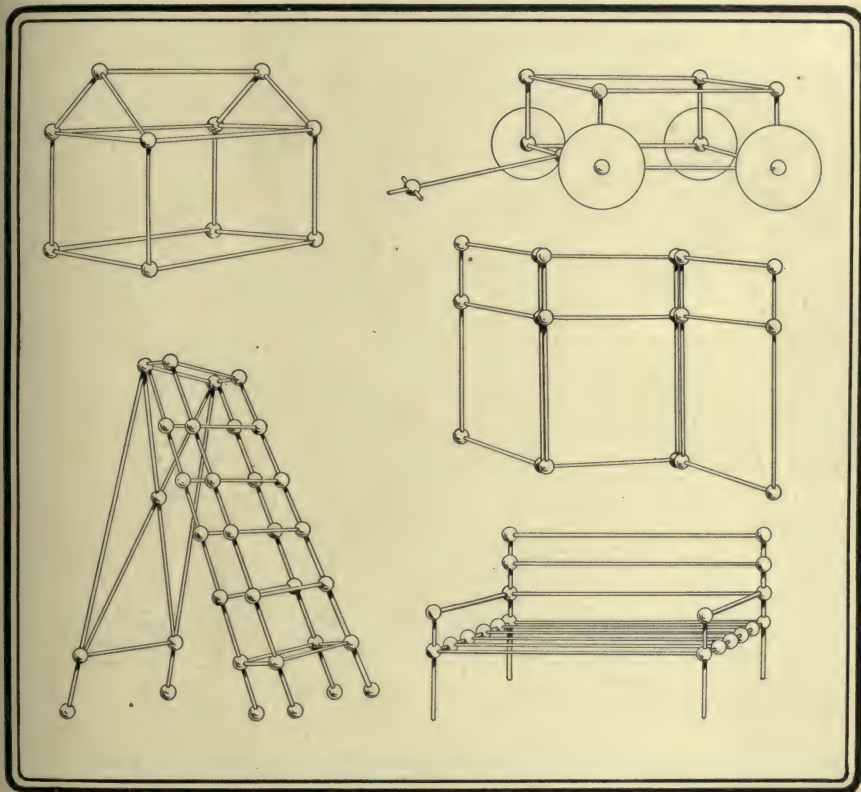
**k**—The same positions as in **c**. See Lesson LVII.

**s**—See Lesson LVII. **s** often=**z** (see Lesson LXXV), as in *seas* (**siz**), *tubs* (**tubz**), *loves* (**luvz**).

## LESSON LXVIII

## PEAS AND STICKS

[Dried peas are to be soaked overnight; toothpicks will do for sticks. The teacher is referred to the "Teachers' Manual" for further directions.]



The world is so full of a number of things,  
I'm sure we should all be as happy as kings.

ROBERT LOUIS STEVENSON.



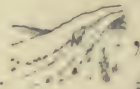
## WORD-GUESSING


[From Prof. ISAAC TAYLOR HEADLAND'S "Chinese Mother Goose Rhymes."]


WHAT { It has both 𠂇 and 𠂇,  
 Is IT? { But it has not breathed since birth,  
 { It can not go to heaven,  
 { And it will not stay on earth.

ANSWER.—






A 𠂇 going up 

A 𠂇 on the 

Or a 𠂇 coming down 

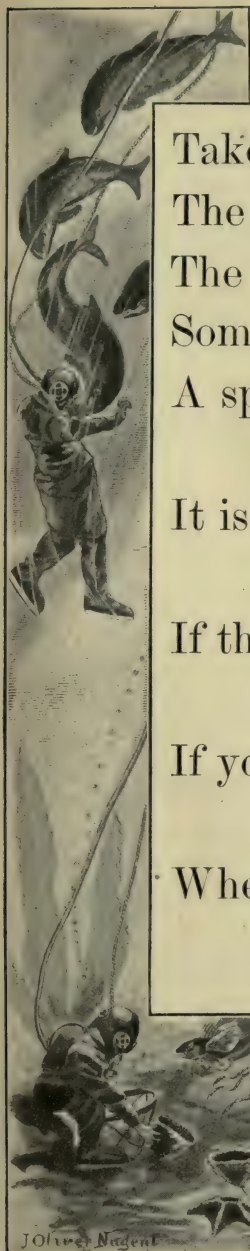
You never ought to beat.

I water the , I water the ,  
 I water them morning and evening hours,  
 I never wait till the flowers are dry,  
 I water them ere the  is high.



## LESSON LXX

Take a sponge and look at it.  
The little holes you see are cells.  
The cells of the sponge are round.  
Some are large and some are small.  
A sponge is thought to be an animal,  
and it lives in the sea.  
It is rooted in one place  
like a plant.  
If the sponge becomes dry,  
it gets very small.  
If you wet it, each cell  
will drink up the water.  
When it is alive, the sponge  
gets its food from the water.



Têk a spunj and luk at it.  
 The lit'-l hōlz yū sî ār selz.  
 The selz ov the spunj ār raund.  
 Sum ār lārj and sum ār smōl.  
 A spunj iz thōt tū bí an an'-i-mal,  
     and it livz in the sî.  
 It iz rūt'-ed in wun plēs  
     laik a plant.  
 If the spunj be-cumz' drai,  
     it gets ver'-i smōl.  
 If yū wet it, ich sel  
     wil drink up the wō'-ter.  
 Hwen it iz a-laiv', the spunj  
     gets its fūd from the wō'-ter.

---

 PRONUNCIATION DRILL
 

---

c	k	l	t	y
can	back	lip	tub	ye
cane	black	limp	tube	yes

---

**c**—See Lesson LVII.

**k**—See Lesson LVII.

**l**—See Lesson LXIII.

**t**—See Lesson LXIII.

**y**—Vowel chamber made for *i* (see Lesson XXVI) as in *union* (yūn'-yun); as the **t** sound is uttered, the tongue is raised to hard palate so as to make a consonant rustle with the **l**.





Bees make honey.

They find the honey in the flowers.

Have you ever seen a beehive?

The beehive is a nice home for the bee  
when it is not flying among the flowers.

Honey is made in combs.

The combs are wax, and are full  
of little pockets, called cells.

The honey is put in the cells.

Each cell has six sides.

The comb is called a honeycomb.

The worker bee is always busy.

If you worry the bee;  
it may sting you.

Bîz mēk hun'-e.

Thē faind the hun'-e in the flau'-erz.

Hav yū ev'-er sîn a bî'-haiv' ?

The bî'-haiv'' iz a nais hōm fōr the bî

hwen it iz not flai'-ing a-mung' the flau'-erz.

Hun'-e iz mēd in cōmz.

The cōmz ār wax, and ār ful

ov lit'-l pek'-ets, cōld selz.

The hun'-e iz put in the selz.

Ich sel haz six saidz.

The cōm iz cōld a hun'-e-cōm''.

The wūr k'-er bî iz ōl'-wēz biz'-i.

If yū wur'-i the bî,

it mē sting yū.

### PRONUNCIATION DRILL

f	h	m	n	p
fīn	her	mat	not	pan
find	here	mate	note	pane

**f**—See Lesson LVII.

**h**—See Lesson LXIII.

**m**—See Lesson LXV.

**n**—See Lesson LXIII.

**p**—See Lesson LXIII.



The man planted some seeds  
 in the ground. Then he covered them up  
 so that they would be warm.

In the Spring the warm sun found them.  
 Then the seeds sent little white roots  
 into the ground, where they were fed  
 in the soft, warm earth.

Then little green leaves and stems  
 began to grow.

#### PRONUNCIATION DRILL

g	j	v	x	z
wi <b>g</b>	ja <b>m</b>	e <b>v</b> e	a <b>x</b>	ad <b>z</b>
wi <b>ng</b>	ja <b>mb</b>	e <b>ve</b> r	wa <b>x</b>	



The man plant'-ed sum sîdz  
 in the ground. Then hî cur'-erd them up  
 sô that thê wud bî wōrm.

In the Spring the wōrm sun faund them.  
 Then the sîdz sent lit'-l hwait rûts  
 in'-tū the ground, hwār thê wer fed  
 in the sōft, wōrm erth.

Then lit'-l grîn lîvz and stemz  
 be-gan' tū grō.

**g**—See Lesson LXVII.

**j**—Consonant diphthong formed by combining **d** (see Lesson LVIII) and **zh**, as in *Jam*, *jump*. The soft **g** of common alphabet, as in *gem*, is equivalent to **j** (see Lesson LXVII).

**v**—See Lesson LXI.

**x**—A consonant diphthong; **es** as in *ex-cept* ('ee-sept'); **gz** as in *ex-act* ('egz-act'). As an initial = **z** as in *Xen'-o-phon* ('zen'-o-fo-n).

**z**—The vocal movements are like those described under **s** (see Lesson LVII), except that the vocal cords are brought close so as to vibrate and buzz; voice is produced instead of hissing breath.



## LESSON LXXVI

A plant is made of cells.

The water in the cells of a plant  
is called sap.

The stem and root are full of cells.

A leaf has cells also.

The root draws water from the ground;  
the stem draws water from the root;  
the leaf draws water from the stem.

The water brings food  
from the ground.

---

BLACKBOARD SENTENCES

A plant has roots, stems,  
and leaves.

Have you ever seen a root?

Do you remember the picture  
of leaves in this Reader?

## LESSON LXXVII

A plant iz mēd ov selz.

The wō'-ter in the selz ov a plant  
iz cōld sap.

The stem and rūt ār ful ov selz.

A lif haz selz ēl'-so.

The rūt drōz wō'-ter frōm the ground;  
the stem drōz wō'-ter frōm the rūt;  
the lif drōz wō'-ter frōm the stem.

The wō'-ter bringz fūd  
frōm the ground.

## PRONUNCIATION DRILL

f	r	s	w
for	ran	star	war
fore	rain	stare	ware

**f** — See Lesson LVII.

**r** — See Lesson LXI.

**s** — See Lesson LVII.

**w** — See Lesson LXI.



## LESSON LXXVIII

A horseshoe is made of iron.

The blacksmith knows how to make  
a horseshoe.

Before he 'puts it on the horse's hoof,  
he gets it very hot;  
then he puts it on his anvil,  
and with his hammer, beats it  
into shape to fit the horse's hoof.

Is a horseshoe like a boy's shoe?

The sound of the blacksmith's hammer  
when it strikes the anvil is—  
clink, clank!

---

The smith, a mighty man is he.

You can hear his bellows blow.

You can hear him swing his heavy sledge.

LONGFELLOW, *The Village Blacksmith.*

## LESSON LXXIX

A hōrs'-shū'' iz mēd ov ai'-urn.

The blac'-smith'' nōz hau tū mēk  
a hōrs'-shū''.

Be-fōr' hī puts it on the hōrs'-e's hūf,  
hī gets it ver'-i hot;  
then hī puts it on hiz an'-vil,  
and with hiz ham'-er, bīts it  
in'-tū shép tū fit the hōrs'-e's hūf.

Iz a hōrs'-shū'' laik a boi'z shū?

The saund ov the blac'-smith's'' ham'-er  
hwen it straiks the an'-vil iz—  
clink, clank!

## PRONUNCIATION DRILL

b

c

h

bit

cot

hat

bite

coat

hate

**b**—See Lesson LVII.

**c**—See Lesson LVII.

**h**—See Lesson LXIII.

## LESSON LXXX







## COUNTING

How many dots can you see here?

•	=	one
•   •	=	two
•   •   •	=	three
•   •   •   •	=	four
•   •   •   •   •	=	five
•   •   •   •   •   •	=	six

## MEASURING

How long are these lines?

	three inches
	two inches
	one inch
•	
	one inch
	two inches
	three inches



## SONG

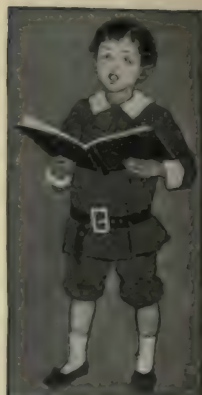
THE COMING OF  
SPRING[Containing examples of all the consonant sounds  
except x.]

Music by

HARRIET WARE

Words by

MONTROSE J. MOSES

*Quickly and brightly.*

1. "Hel-lo," quoth Spring, A jol-ly lit-tle thing, "Where is Win-ter, do you know?  
2. "Hel-lo," quoth Spring, A jol-ly lit-tle thing, "Where is Win-ter, do you know?

Has he sure-ly gone a-way! For I'm com-ing with the flow-ers, With the  
Has he sure-ly gone a-way! Oh, I'll set the birds a sing-ing, For I'm

birds and sud-den show-ers... With mer-ry March and A-pril, and the  
bring-ing, I am bring-ing, Lit-tle feath-ered friends to bright-en March and

## REFRAIN.

hap - py month of May." } "Oh, my arms are full of ro - ses, Dai - sies,  
A - pril, mer - ry May." }

dan - de - li - ons, po - sies Made of vi - o - lets and blue - bells, bloom - ing

here and eve - ry - where, With the gen - tle breez - es blow - ing, Such a sow - ing and a

grow - ing, I will start in field and mead - ow, If wild Win - ter is not there."

## LESSON LXXXII

## THE STORY OF THE FIVE SEEDS

[To be read to the pupils.]

Once upon a time five seeds found themselves in a garden. Suppose five little boys and girls came together, they most certainly would begin to talk, and that's just what our five seeds began to do.

"When the Spring comes," said one, "I'm going to fly away, and begin to grow."

"And I'm going to sail away," exclaimed another.

"And I'm going to shoot up in the air," added another, who was all shut up in a pod.

"And a squirrel will take me away and lose me, and forget all about me," said the fourth seed.

"And I," said the seed that seemed to be the leader, "will be covered up by a farmer after he has plowed the field."



"Then we will begin to grow," cried all of the seeds together.

"No one looking at me now," said one of the seeds, "could tell that I was to be a pine or a maple, could they?"

"I may be a vine," said another; "I may grow large enough to have fruit."

"Well," said the seed that would shoot into the air, "I may be a bean for all I know."

"Oh," exclaimed the fourth seed, "I may be a bush that some day will have red berries upon it!"

And then the last seed said, "Man plants me in the fields;

I may be corn, I may be wheat,  
I'm sure I'm something good to eat."

The five seeds rolled away, and when Spring came they all began to grow.

## LESSON LXXXIII

## GENERAL REVIEW OF THE CONSONANT SOUNDS

[The consonants are here grouped in regular alphabetical order, and each word is accompanied by its Scientific Alphabet spelling.]

<b>b</b>	bar, <b>bār</b>	bare, <b>bār</b>	bet, <b>bet</b>	beet, <b>bīt</b>
<b>c</b>	can, <b>can</b>	cane, <b>kên</b>	car, <b>cār</b>	care, <b>cār</b>
<b>d</b>	do, <b>dū</b>	dot, <b>dot</b>	don, <b>dən</b>	done, <b>dun</b>
<b>f</b>	fed, <b>fed</b>	feed, <b>fid</b>	fin, <b>fin</b>	find, <b>faind</b>
<b>g</b>	go, <b>gō</b>	God, <b>Gød</b>	wig, <b>wig</b>	wing, <b>wing</b>
<b>h</b>	her, <b>hēr</b>	here, <b>hīr</b>	hose, <b>hōz</b>	horse, <b>hōrs</b>
<b>j</b>	jam, <b>jam</b>	jamb, <b>jam</b>	jay, <b>jè</b>	joy, <b>joi</b>
<b>k</b>	back, <b>bac</b>	black, <b>blac</b>	kin, <b>kin</b>	kind, <b>kaind</b>
<b>l</b>	lip, <b>lip</b>	limp, <b>limp</b>	lot, <b>lot</b>	lost, <b>lost</b>
<b>m</b>	mat, <b>mat</b>	mate, <b>mêt</b>	men, <b>men</b>	mean, <b>min</b>
<b>n</b>	no, <b>nō</b>	nor, <b>nēr</b>	not, <b>not</b>	note, <b>nōt</b>
<b>p</b>	pan, <b>pan</b>	pane, <b>pên</b>	pot, <b>pet</b>	post, <b>pōst</b>
<b>q</b>	quit, <b>cwīt</b>	quite, <b>cwait</b>	queen, <b>cwīn</b>	queer, <b>cwīr</b>
<b>r</b>	rat, <b>rat</b>	rate, <b>rêt</b>	Rip, <b>Rip</b>	ripe, <b>raip</b>
<b>s</b>	sin, <b>sin</b>	sing, <b>sing</b>	so, <b>sō</b>	sob, <b>sob</b>
<b>t</b>	ton, <b>tun</b>	tone, <b>tōn</b>	tub, <b>tub</b>	tube, <b>tiūb</b>
<b>v</b>	eve, <b>iv</b>	ever, <b>ev'-ēr</b>	van, <b>van</b>	vane, <b>vên</b>
<b>w</b>	we, <b>wī</b>	wet, <b>wet</b>	win, <b>win</b>	wine, <b>wain</b>
<b>x</b>	ax, <b>ax</b>	wax, <b>wax</b>	flax, <b>flax</b>	tax, <b>tax</b>
<b>y</b>	ray, <b>rê</b>	gray, <b>grê</b>	yes, <b>yes</b>	yet, <b>yet</b>
<b>z</b>	adz, <b>adz</b>	blaze, <b>blêz</b>	daze, <b>dêz</b>	gaze, <b>gêz</b>

# APPENDIX

## VOCABULARY

The following vocabulary contains the words used in the text of the Funk & Wagnalls Standard First Reader, arranged in alphabetical order and with their scientific spellings.

Apart from the value of this vocabulary for pronunciation purposes, it may be used, should the teacher so desire, for spelling purposes. From the vocabulary list the teacher could select words for each day's spelling lesson. It will be found of advantage to write these lessons upon the blackboard.

a, *ê* (unaccented, *a*)  
a-bout', *a-baut'*  
add, *ad*  
adz, *adz*  
a-gain', *a-gen'*  
air, *ār*  
Al'-fred, *Al'-fred*  
a-like', *a-laik'*  
a-live', *a-laiv'*  
all, *āl*  
al'-so, *āl'-so*  
al'-ways, *āl'-wêz*  
A-mer'-i-ca, *A-mer'-i-ca*  
A-mer'-i-can, *A-mer'-i-can*  
a-mong', *a-mung'*  
a-muse', *a-miūz'*  
an, *an*  
and, *and*  
an'-i-mal, *an'-i-mal*  
ant, *ant*  
ap'-ple, *ap'-l*  
ap'-ples, *ap'-lz*  
ar'-bor, *ār'-bər*  
are, *ār*

arm, *ārm*  
ar'-my, *ār'-mi*  
a-round', *a-round'*  
ar'-row, *ar'-ō*  
ar'-rows, *ar'-ōz*  
Ar'-thur, *Ār'-thur*  
ask, *gsk*  
ask'-ing, *gsk'-ing*  
a-sleep', *a-slip'*  
as-sist', *as-sist'*  
at, *at*  
at-tack', *at-tak'*  
at-ten'-tion, *at-ten'-shun*  
ax, *ax*  
back, *bac*  
bad, *bad*  
ball, *bāl*  
band, *band*  
bar, *bār*  
bare, *bār*  
bark, *bārk*  
barn, *bārn*  
bars, *bārz*  
bas'-ket, *bqs'-ket*



bat, bat  
 bath, baḡth  
 be, bī  
 bear, bār  
 beard, bīrd  
 beat, bīt  
 be-comes', be-cumz'  
 bed, bed  
 bee, bī  
 been, bin  
 bees, bīz  
 beet, bīt  
 be-fore', be-fōr'  
 be-gan', be-gan'  
 be-gin', be-gīn'  
 bell, bel  
 be-longs', be-longz'  
 belt, belt  
 bend, bend  
 bent, bent  
 best, best  
 bet, bet  
 big, big  
 bird, bīrd  
 birds, bīrdz  
 black, blac  
 blaze, blēz  
 blew, blū  
 bloom, blūm  
 blooms, blūmz  
 blos'-soms, blos'-umz  
 blow, blō  
 blow'-ing, blō'-ing  
 blows, blōz  
 blue, blū  
 boat, bōt  
 bone, bōn

book, buk  
 bos'-om, buz'-um  
 bow, bō  
 boy, bēi  
 boys, bēiz  
 branch'-es, brānch'-ez  
 brave, brēv  
 breathe, brīth  
 brook, bruk  
 brooks, bruks  
 brown, braun  
 brush'-es, brush'-ez  
 bu'-gle, biū'-gl  
 bu'-gler, biū'-gler  
 bu'-glers, biū'-glērz  
 bu'-gles, biū'-glz  
 build, bild  
 built, bilt  
 bull, bul  
 bun, bun  
 burn, būr  
 bur'-row, bur'-ō  
 bush'-es, bush'-ez  
 bush'-y, bush'-i  
 bus'-y, biz'-i  
 but, but  
 but'-ter, but'-er  
 but'-ter-cups'', but'-er-cups''  
 but'-ter-flies'', but'-er-flaiz''  
 by, bai  
 call, cōl  
 called, cōld  
 can, can  
 cane, kēn  
 can'-non, can'-un  
 cap, cap  
 Cap'-i-tol, Cap'-i-tol

caps, caps  
 car, cār  
 care, cār  
 Carl, Cār  
 car'-ried, car'-id  
 cars, cār  
 cart, cār  
 cask, cask  
 cat, cat  
 cats, cats  
 caw, cō  
 cell, sel  
 cells, selz  
 cent, sent  
 chain, chēn  
 cher'-ries, cher'-iz  
 cher'-ry, cher'-i  
 chest'-nuts, ches'-nuts  
 chil'-dren, chil'-dren  
 Christ'-mas, Cris'-mas  
 churn, chūr  
 clasp, clasp  
 class, clas  
 claw, clō  
 climb'-ing, claim'-ing  
 clock, clōc  
 clocks, clōcs  
 clo'-ver, clō'-ver  
 clus'-ter, clus'-ter  
 coats, cōts  
 cold, cōld  
 col'-or, cul'-or  
 col'-ors, cul'-orz  
 Co-lum'-bus, Co-lum'-bus  
 combs, cōmz  
 come, cum  
 comes, cumz

com'-ing, cum'-ing  
 cook, cuk  
 could, cud  
 cov'-ered, cuv'-erd  
 cow, cau  
 crew, crū  
 curl, cūr  
 cut, cut  
 cute, kiūt  
 dai'-sies, dê'-ziz  
 dai'-sy, dê'-zi  
 dan'-de-li''-on, dan'-de-lai''-on  
 dark, dār  
 day, dê  
 days, dêz  
 daze, dêz  
 deck, dek  
 deer, dīr  
 dell, del  
 dent, dent  
 desk, desk  
 dis-cov'-ered, dis-cuv'-erd  
 dish, dish  
 do, dū  
 dog, dog  
 doll, del  
 don, den  
 done, dun  
 don'-key, den'-ki  
 door, dōr  
 dot, det  
 dots, dots  
 draw, drō  
 drew, drū  
 drink, drink  
 dropped, dropt  
 dry, drai

dur'-ing, diūr'-ing  
 dusk'-y, dusk'-i  
 each, ich  
 earth, erth  
 east, ist  
 eat, it  
 eats, its  
 e'er, ār  
 eggs, egz  
 el'-e-phant, el'-e-fant  
 end, end  
 eve, iv  
 eve'-nings, iv'-ningz  
 ev'-er, ev'-er  
 eve'-ry, ev'-ri  
 ex-claimed', ex-clāmd'  
 eyes, aiz  
 face, fēs  
 fa'-ded, fê'-dēd  
 fair, fār  
 fall, fōl  
 falls, fōlz  
 fan, fan  
 fast, fəst  
 fat, fat  
 fed, fed  
 feed, fid  
 fell, fel  
 felt, felt  
 fence, fens  
 fid'-dle, fid'-l  
 fields, fildz  
 fin, fin  
 find, faind  
 first, ferst  
 fish, fish  
 five, faiv

flag, flag  
 flat, flat  
 flaw, flō  
 flax, flax  
 floats, flōts  
 flock, floc  
 floor, flōr  
 flow, flō  
 flow'-er, flau'-er  
 flow'-ers, flau'-erz  
 fly, flai  
 fly'-ing, flai'-ing  
 fog, fog  
 food, fūd  
 for, fōr  
 for'-est, fər'-est  
 forge, fōrj  
 fort, fōrt  
 fought, fōt  
 found, faund  
 foun'-tain, faun'-ten  
 four, fōr  
 freez'-es, friz'-ez  
 Fri'-day, Frai'-dē  
 friends, frendz  
 from, frəm  
 frost, frōst  
 full, ful  
 fun, fun  
 gar'-den, gār'-dn  
 gar'-dens, gār'-dnz  
 gave, gēv  
 gaze, gēz  
 gets, gets  
 gills, gilz  
 girl, gērl  
 girls, gērlz



glad, glad  
 glass, glas  
 go, gō  
 God, Gød  
 go'-ing, gō'-ing  
 gone, gōn  
 good, gud  
 good''-by', gud''-bai'  
 grass, grās  
 gray, grē  
 green, grīn  
 ground, graund  
 grow, grō  
 grows, grōz  
 guns, gunz  
 had, had  
 hair, hār  
 hall, hōl  
 hand, hand  
 hands, handz  
 hang, hang  
 hap'-pened, hap'-nd  
 har'-bor, hār'-bēr  
 hard, hārd  
 hark, hārk  
 has, haz  
 hat, hat  
 have, hav  
 he, hī  
 hear, hīr  
 heard, hērd  
 heat, hīt  
 hel'-mets, hel'-mets  
 help, help  
 helps, helps  
 hem, hem  
 hen, hen

her, her  
 here, hīr  
 Hi''-a-wa'-tha,  
 Hai''-a-wā'-tha  
 hid, hid  
 hides, haidz  
 hill, hil  
 hills, hilz  
 him, him  
 his, hiz  
 hive, haiv  
 holes, hōlz  
 hol'-ly, hol'-i  
 home, hōm  
 homes, hōmz  
 hon'-ey, hun'-ē  
 hon'-ey-comb'', hun'-ē-cōm''  
 hon'-ey-suck''-le, hun'-ē-suc''-l  
 hon'-or, on'-ør  
 hood, hud  
 hook, huk  
 hope, hōp  
 horn, hōrn  
 horns, hōrnz  
 horse, hōrs  
 hose, hōz  
 house, haus  
 how, hau  
 hur-rah', hū-rā'  
 hut, hut  
 I, ai  
 ice, ais  
 if, if  
 in, in  
 inch, inch  
 inch'-es, inch'-ēs  
 In'-di-an, In'-di-an

in'-jure, in'-jur  
 in'-side", in'-said"  
 in'-to, in'-tū  
 is, iz  
 it, it  
 its, its  
 jam, jam  
 jamb, jam  
 jay, jè  
 keeps, kips  
 kin, kin  
 kind, kind  
 king, king  
 kite, kait  
 knew, niū  
 knights, naits  
 know, nō  
 lad, lad  
 lake, lêk  
 lamb, lam  
 lambs, lamz  
 land, land  
 lan'-guage, lan'-gwêj  
 lap'-ping, lap'-ing  
 large, lārj  
 lark, lārķ  
 last, ləst  
 late, lét  
 lay, lê  
 leap, lip  
 learn, lern  
 learned, lernd  
 leaves, livz  
 led, led  
 lend, lend  
 lent, lent  
 leop'-ard, lep'-ard

let, let  
 life, laif  
 light, lait  
 like, laik  
 limp, limp  
 line, lain  
 lines, lainz  
 li'-on, lai'-un  
 lip, lip  
 lit'-tle, lit'-l  
 live, liv  
 lived, livd  
 lives, livz  
 lock, loc  
 log, log  
 long, long  
 Long'-fel"-low, Lōng'-fel"-ō  
 look, luk  
 look'-ing, luk'-ing  
 lost, ləst  
 lot, let  
 love, luv  
 loved, luvd  
 low, lō  
 mad, mad  
 made, mēd  
 make, mēk  
 makes, mēks  
 ma-ma', ma-mā'  
 man, man  
 man'-y, men'-i  
 march'-ing, mārĉ'-ing  
 Mar'-gie, Mār'-ji  
 mark, mārķ  
 marks, mārķs  
 mast, mast  
 mat, mat

mate, **mêt**  
 may, **mê**  
 May, **Mê**  
 me, **mî**  
 mean, **mîn**  
 meas'-ure, **mezh'-ur or -yūr**  
 meet, **mît**  
 melt, **melt**  
 melts, **melts**  
 men, **men**  
 met, **met**  
 milk, **milk**  
 mo'-ment, **mō'-ment**  
 Mon'-day, **Mun'-dê**  
 moon, **mūn**  
 morn'-ing, **mōrn'-ing**  
 moth'-er, **moth'-er**  
 mouse, **maus**  
 moves, **mūvz**  
 must, **must**  
 name, **nêm**  
 named, **nêmd**  
 names, **nênz**  
 near, **nîr**  
 nest, **nest**  
 nests, **nests**  
 new, **niū**  
 nice, **nais**  
 no, **nō**  
 nod, **nød**  
 nook, **nuk**  
 nor, **nōr**  
 north, **nōrth**  
 nose, **nōz**  
 not, **net**  
 note, **nōt**  
 No-vem'-ber, **No-vem'-ber**

now, **nau**  
 num'-ber, **num'-ber**  
 nut, **nut**  
 nuts, **nuts**  
 oar, **ōr**  
 oars, **ōrz**  
 o-bey', **o-bê'**  
 odd, **ød**  
 of, **ov**  
 off, **ōf**  
 oh, **ō**  
 old, **ōld**  
 o-mit', **o-mit'**  
 on, **on**  
 once, **wuns**  
 one, **wun**  
 Or'-e-gon, **Or'-e-gon**  
 oth'-er, **uth'-er**  
 out, **aut**  
 o'-ver, **ō'-ver**  
 pad, **pad**  
 pair, **pār**  
 pan, **pan**  
 pane, **pên**  
 pa-pa', **pa-pā'**  
 park, **pārk**  
 par'-lor, **pār'-lor**  
 part, **pārt**  
 par'-ty, **pār'-ti**  
 pat, **pat**  
 peach, **pîch**  
 pen'-cils, **pen'-silz**  
 pens, **penz**  
 perch, **perch**  
 pet'-al, **pēt'-ul**  
 pew, **piū**  
 pic'-ture, **pic'-chur**



pic'-tures, pic'-churz  
 pin, pin  
 pine, pain  
 pink, pink  
 place, plēs  
 plan, plan  
 plant, plant  
 plant'-ed, plant'-ed  
 play, plē  
 play'-ing, plē'-ing  
 pock'-ets, pok'-ets  
 po'-em, pō'-em  
 po'-ems, pō'-emz  
 po'-et, pō'-et  
 po'-ny, pō'-ni  
 pool, pūl  
 poor, pūr  
 pop'-corn', pop'-cōrn'  
 post, pōst  
 pot, pot  
 prayer, prār  
 pres'-i-dent, prez'-i-dent  
 pret'-ty, pret'-i  
 pull, pul  
 pulled, puld  
 put, put  
 puts, puts  
 queen, cwin  
 queer, cwir  
 quit, cwit  
 quite, cwait  
 rab'-bits, rab'-its  
 raft, rāft  
 rain'-bow'', rēn'-bō''  
 ran, ran  
 rat, rat  
 rate, rēt

ray, rê  
 red, red  
 re-mem'-ber, re-mem'-ber  
 rest, rest  
 ri'-ding, rai'-ding  
 rip, rip  
 ripe, raip  
 rip'-ples, rip'-lz  
 rip'-pling, rip'-ling  
 Rip Van Win'-kle, Rip Van  
 Win'-kl  
 rise, raiz  
 roar, rōr  
 rook, ruk  
 root'-ed, rūt'-ed  
 roots, rūts  
 rose, rōz  
 ro'-ses, rō'-zez  
 round, raund  
 round'-ing, raund'-ing  
 rubs, rubz  
 ru'-ler, rū'-ler  
 run, run  
 said, sed  
 sailed, sēld  
 sail'-or, sēl'-or  
 sail'-ors, sēl'-orz  
 sa-lute', sa-lūt'  
 sand, sand  
 San'-ta Claus, San'-tu Clōz  
 sat, sat  
 Sat'-ur-day, Sat'-ūr-dē  
 saved, sēvd  
 saw, sō  
 scare, scār  
 school, scūl  
 sea, si

sea'-sons, sî'-znz  
 seat, sît  
 se'-crets, sî'-crets  
 see, sî  
 seeds, sidz  
 seen, sin  
 send, send  
 sent, sent  
 Sep-tem'-ber, Sep-tem'-ber  
 sev'-en, sev'-n  
 shad'-ows, shad'-ōz  
 shapes, shêps  
 sharp, shârp  
 she, shî  
 sheep, ship  
 shields, shîldz  
 ship, ship  
 shook, shuk  
 shore, shôr  
 should, shud  
 show, shô  
 sick, sic  
 side, said  
 sides, saidz  
 sin, sin  
 sing, sing  
 sit, sît  
 sit'-ting, sit'-ing  
 six, six  
 sky, skai  
 slate, slêt  
 sleep, slip  
 slept, slept  
 slow, slô  
 small, smâl  
 smooth, smûth  
 snow, snô

snows, snōz  
 snow'-y, snō'-i  
 so, sô  
 sob, sob  
 so'-fa, sô'-fa  
 soft, sôft  
 sol'-dier, sôl'-jer  
 sol'-diers, sôl'-jêrz  
 some, sum  
 some'-thing, sum'-thing  
 south, sauth  
 Spain, Spên  
 spears, spîrz  
 sponge, spunj  
 spoon, spûn  
 sport, spôrt  
 Spring, Spring  
 square, scwâr  
 squir'-rel, scwir'-el  
 squir'-rels, scwir'-elz  
 stair, stâr  
 stand, stand  
 stars, stârz  
 start, stârt  
 states, stêts  
 stat'-ues, stach'-ûz  
 stay, stê  
 steel, stil  
 stems, stemz  
 sting, sting  
 stock'-ing, stök'-ing  
 stone, stôn  
 stop, stop  
 sto'-ry, stô'-ri  
 street, strît  
 stripes, straijs  
 such, such

Sum'-mer, Sum'-er  
 sun, sun  
 Sun'-day, Sun'-dê  
 sun'-shine", sun'-shain"  
 sure'-ly, shūr'-li  
 swal'-low, swol'-ō  
 swim, swim  
 swims, swimz  
 swirl, swerl  
 swish, swish  
 swords, sōrdz  
 tail, tēl  
 tai'-lor, tē'-lur  
 tails, tēlz  
 take, tēk  
 ta'-king, tē'-king  
 talked, tōkt  
 tall, tōl  
 tart, tārt  
 task, tqsk  
 tax, tax  
 teach, tich  
 tell, tel  
 Ten'-ny-son, Ten'-i-son  
 that, that  
 thaw, thō  
 the, thi or the (unaccented)  
 their, thār  
 them, them  
 them-selves, them-selvz  
 then, then  
 there, thār  
 these, thiz  
 they, thē  
 this, this  
 thorns, thōrnz  
 thought, thōt

three, thrī  
 through, thrū  
 Thurs'-day, Thōrz'-dê  
 time, tuim  
 to, tū  
 told, tōld  
 ton, tun  
 tone, tōn  
 too, tū  
 took, tuk  
 top, top  
 toys, tōiz  
 treas'-ure, trezh'-ur  
 tree, tri  
 trees, triz  
 trip, trip  
 troop, trūp  
 trunks, trunkz  
 truth, trūth  
 tub, tub  
 tube, tiūb  
 Tues'-day, Tiūz'-dê  
 turn, tōrn  
 turns, tōrnz  
 twen'-ty, twen'-ti  
 two, tū  
 u-ni'-ted, yu-nai'-tēd  
 un-til', un-til'  
 up, up  
 up-on', up-on'  
 val'-ley, val'-ē  
 van, van  
 vane, vēn  
 vat, vat  
 walk, wēk  
 wall, wōl  
 war, wōr



warm, wōrm  
 was, woz  
 Wash'-ing-ton, Wosh-ing-tun  
 watch, woch  
 watch'-es, woch'-ez  
 wa'-ter, wō-ter  
 wa'-ving, wê'-ving  
 wax, wax  
 way, wê  
 we, wī  
 wear, wār  
 weath'-er, weth'-er  
 Wednes'-day, Wenz'-dê  
 week, wīk  
 went, went  
 were, wēr  
 west, west  
 wet, wet  
 what, hwet  
 when, hwen  
 when-e'er', hwen-ār  
 where, hwār  
 which, hwich  
 while, hwail  
 whirls, hwērlz  
 whis'-per-ing, hwis'-per-ing  
 white, hwait

who, hū  
 why, hwai  
 wig, wig  
 will, wil  
 win, win  
 wind, wind  
 win'-dow, win'-dō  
 wine, wain  
 wing, wing  
 wings, wingz  
 Win'-ter, Win'-ter  
 with, with  
 woke, wōk  
 woods, wudz  
 wool, wul  
 wore, wōr  
 work'-er, wūrķ'-er  
 works, wūrks  
 wor'-ry, wur'-i  
 would, wud  
 wrote, rōt  
 years, yīrz  
 yel'-low, yel'-ō  
 yes, yes  
 yet, yet  
 you, yū

## THE SCIENTIFIC ALPHABET

It is only within comparatively recent years that the complex system (or lack of system) of expressing sounds originally used by Noah Webster has been gradually

**The Making of the Scientific Alphabet.** replaced by a simpler one known as the Standard Scientific Alphabet. This Scientific Alphabet was prepared and promulgated after careful investigation by the American Philological Association and adopted by the American Spelling Reform Association and by the Philological Society of England.

The Scientific Alphabet is in accord with the principles which are adopted by the United States Board of Geographic Names, and by the Royal Geographical Society of England, and which are used in representing the pronunciation of words in the Oxford English Dictionary (Dr. James A. H. Murray) of the Philological Society of England.

The following prominent philologists and eminent scholars were members of the Spelling Reform Association at the inception of this Alphabet: Samuel S. Haldeman, LL.D. (University of Pennsylvania); William D. Whitney, LL.D. (Yale); Francis A. March, LL.D. (Lafayette); C. H. Toy, D.D. (Harvard); F. Max Müller, LL.D., A. H. Sayce, LL.D., and James A. H. Murray, LL.D. (University of Oxford); W. W. Skeat, Litt.D. (University of Cambridge); Hon. W. T. Harris, LL.D. (U. S. Commissioner of Education); F. A. P. Barnard, LL.D., and Thomas R. Price, LL.D. (Columbia); Charles P. G. Scott, Ph.D., of the Century Dictionary Corps; Melvil Dewey, Secretary of the University of the State of New York; F. J. Child, Ph.D. (Harvard).

It will thus be seen that this Alphabet is not the arbitrary creation of one man, made from the Roman Alphabet with dots, lines, curves, and curlicues, above and below the letters, such as all previous dictionaries contain to indicate pronunciation, but it is a simple system in which *every letter has its own sound and every sound its own sign throughout the Alphabet*. Hitherto, no two dictionaries have had identical keys to pronunciation, and the key has been actually changed with almost every revision.

What is the make-up of the Scientific Alphabet?

### **The Make-up of the Scientific Alphabet.**

- (1) Each letter is required to do service for one sound only.
- (2) Three new vowel-letters are added to the ordinary alphabet.

### **I.—Vowels.**

Each vowel-letter represents one distinct elementary sound in its two forms as long and short.

Each of the five vowel-letters of the ordinary alphabet, **a, e, i, o, u**, represents its most common sound as short and long.

#### **EXAMPLES:**

**a**=a in **at**; lengthened, **ā** in **fāre**.

**e**=e in **net**; lengthened, **ē** in **ēight**.

**i**=i in **it**; lengthened, **ī** in **polīce**.  
**o**=o in **obey**; lengthened, **ō** in **nō**.  
**u**=u in **full**; lengthened, **ū** in **rūle**.

### **II.—New Vowels.**

Three new vowel-letters, **α, o, u**, are introduced for three distinct elementary sounds never adequately represented by the vowel-letters of the ordinary alphabet.

## EXAMPLES:

**a**=a in *sofa*; lengthened, **ā** in *ārm*.

**o**=o in *not*; lengthened, **ō** in *nōr*.

**u**=u in *but*; lengthened, **ū** in *būr*.

The Standard Dictionary has added two diacritics to denote colloquial weakenings, as in *accord*, *poesy*, *regiment*, *atəm*.

## III.—Consonants.

Each consonant-letter represents only one sound.

## EXAMPLES:

**C** is equivalent to **k**; **g** is hard, as in *gig*; **j** represents the soft sound of **g**, as in *gem* (jēm); **jig**; **s** never has the sound of **z** as an initial letter. The double consonants **ch**, **sh**, **ng**, **zh**, **th**, always have their respective sounds, as in *church*, *shore*, *sing*, *azure*, *thin*; vocalized **th** is represented by **dh**, as in *then* (dhēn), but throughout the Reader the symbol **th** is used instead to avoid confusion in the spelling. **n**=ing, as in *ink*.

## IV.—Diphthongs.

Diphthongs are represented by their vowel elements.

## EXAMPLES:

**ai** in *aide* is a diphthong consisting of a glide between phonetic **a** as in *sofa* and **i** as in *machine*. **au** as in *out* is a diphthong consisting of a glide between phonetic **a** as in *sofa* and **ū** as in *ride*.

**oi** is a diphthong consisting of **ō** as in *nōr* and **i** as in *it*. It is found in *boy*, *alloy*, etc.

**iū** as in *few*, **iū** as in *duration*, **iū** as in *nature* is a diphthong sound, composed of **i** in *it* or *machine* and **ū** in *full* or *rūle*. Beginning a syllable, it generally appears in the respelling as *yū*, if accented, and as *ya*, if not accented; as *useful* (yūsful), *casual* (cazhuyal), etc.

For a more detailed explanation of the Scientific Alphabet see the Standard Dictionary. For the grouping of the vowels into the long and short sounds see Reader, p. 63.

The heavy black letters in the Standard Dictionary Key to Pronunciation indicate the sounds of the letters in those words. Throughout the Reader all letters of

the Scientific Alphabet are printed in red. In all cases where letters of similar shape appear in the respelling of words given in the vocabulary on p. 95 of the

## Explanation.

Appendix, immediately following each vocabulary word, those letters have the same sound as that conveyed by the heavy black letters in the key-words. For example, take such a word as *ab'a-cus* (ab'a-cus), the **a** in the respelling of the first syllable has the sound of **a** in *at*, the **a** in the second syllable has the sound of **a** in *sofa*, **c** has the sound of **k**, **u** has the sound of **u** in *but*.

## THE STANDARD DICTIONARY KEY TO PRONUNCIATION.

<i>sofa</i>	<b>j</b> =preferred <b>g</b>	<b>oi</b>
<i>ārm</i>	<b>o</b> bey	<b>iū</b> = <i>feud</i>
<i>gsk</i>	<b>nō</b>	<b>iū</b> =future, preferred <b>u</b>
<i>at</i>	<b>net</b>	<b>e</b> =k
<i>fāre</i>	<b>nōr</b>	<b>church</b>
<i>accord</i>	<i>atəm</i>	<b>dh</b> = <i>the</i> (in Reader <b>th</b> )
<i>element</i>	<i>full</i>	<b>go</b>
<b>er</b> = <i>over</i>	<i>rūle</i>	<b>sing</b>
<b>ei</b> ght	<i>but</i>	<b>ink</b>
<b>ē</b> =usage	<i>būr</i>	<b>so</b>
<i>tin</i>	<i>aide</i>	<b>thin</b>
<i>machine</i>	<b>au</b> = <i>out</i>	<b>zh</b> = <i>azure</i>
		<b>F. bon, dūne</b>

The Scientific Alphabet is more simple, and more accurate, in every way than any other alphabetic system used for indicating pronunciation (1) as it requires fewer characters—its three new vowels doing away with about three-fourths of the diacritics required by other systems; (2) as it involves fewer changes from the ordinary spelling than any other system.

Moreover, it is consistent, and contemplates only such changes in spelling as are in the direction of logical and scientific spelling reform. It furnishes a basis for accurately representing all the sounds used in the English language, with the fewest possible characters.

The following list consists of the letters of the Scientific Alphabet with their respective names. For a more detailed account see Appendix of the Standard Dictionary.

LETTERS.	NAMES.	AS IN—	LETTERS.	NAMES.	AS IN—	LETTERS.	NAMES.	AS IN—
Q, a, ā	(ah)	qsk, stūr	J, j	(jay)	jet	Sh, sh	(ish)	she
A, a, ā	(ai(r))	fan, fāre	[K, k]=c	(kay)	kin	T, t	(tee)	tell
B, b	(bee)	bat	L, l	(el)	lo, noble	Th, th	(ith)	thin
C, c=k, q	(kee)	cat	M, m	(em)	me	U, u, ū	(oo)	full, rūle
Ch, ch	(chee)	chūrch	N, n	(en)	no	U, u, ū	(ū(r))	but, cup, būr
D, d	(dee)	did	Ng, ng	(ing)	king	V, v	(vee)	vat
Dh, dh	(thee)	then	O, o, ō	(oh)	obey, nō, bōat	W, w	(wooo)	wo
E, e, ē	(ay)	met, thēy	ē, o, ō	(awe)	net, what, nōr, wall	[X, x]=cs	(ex)	wax
F, f	(eff)	fit	P, p	(pee)	pet	Y, y	(yee)	ye
G, g	(ghee)	go	[Q, q]=c	(cue)	(quit) cwit	Z, z	(zee)	zone
H, h	(hee)	he	R, r	(ar)	rat	Zh, zh	(zhee)	azure
I, i, ī	(ee)	it, caprice	S, s	(ess)	so			

Diphthongs: ai, aide. I: au, staut (stout); ei, cein (coin); iū, fiūd (fend), miūzic (music).



# TABLES OF EQUIVALENTS

Equivalents= Separate letters or groups of letters having the same sounds.  
Digraph= A union of two characters representing a single sound, as **oa** in **boat** and **sh** in **she**.

The following Tables of Equivalents, while not exhaustive, give the principal equivalent sounds. The first table is so arranged as to give the ordinary letters in the first column, and the Scientific Alphabet equivalents in the second column, followed by examples.

The second table is the first table reversed. In the first column the scientific letters are given, and, in the second column, their ordinary equivalents, in turn followed by examples.

For further directions see "Teachers' Manual."

<b>a</b>	ɑ ɑ ɑ ɑ ɑ ē ē ē ō ō	col'-lar arm ask at fare aŋ'-low man'-y fa'-vor u'-sage was ball	<b>ea</b>	e ē ī	bread break near	<b>ie</b>	ai	die
			<b>ear</b>	gr	learn	<b>ier</b>	gr	gl'a'-zier
			<b>eau</b>	ō iō	beau beau'-ty	<b>ieu</b>	iō	lieu
			<b>ee</b>	i ī	been tree	<b>iew</b>	iō	vlew
			<b>el</b>	e ē ī ī	help'-er veil for'-felt weird	<b>igh</b>	ai	sigh
<b>æ</b>	i ī	Cr'e-sar Æ-ne'-as	<b>eigh</b>	ē ai	weight height	<b>io</b>	u	na'-tion
<b>ai</b>	a ā ē ē ē	plaid hair said cer'-tain palm	<b>eo</b>	e ī ō u	leop'-ard peo'-ple yoo'-man pig'-eon	<b>lou</b>	u	gra'-cious
<b>ais</b>	ai	aisle	<b>eu</b>	u	gor'-geous	<b>lr</b>	gr	slr
<b>au</b>	ɑ ē ō ō au	taunt gauche mauve haul Mau'-ser	<b>er</b>	gr	her	<b>o</b>	o ō ē ē ū ū	o-bey' go lod nor wolf who done word
<b>aut</b>	ō	haut-boy	<b>eu</b>	iō	feud	<b>oa</b>	ō ō	boat broad
<b>aw</b>	ō	law	<b>ew</b>	ō ā iō	sew crew dew	<b>oe</b>	ō ū ū	toe shoe does
<b>awe</b>	ō	awe	<b>ewe</b>	ō	sewed	<b>og</b>	ō	co-logne'
<b>ay</b>	e ē ē ē	says day Mon'-day	<b>ey</b>	ē ē ē ai	prey mon'-key key ey'-as	<b>oh</b>	ō ē	oh John
<b>aye</b>	ē ai	aye=always aye=yes	<b>eye</b>	ai	eye	<b>ol</b>	i ai ai	tor'-toise choir oil
<b>ei</b>	ai	sei'-ence	<b>hel</b>	ā	helr	<b>oo</b>	ō n ū u	floor look boot flood
<b>e</b>	ā ē ē ē ī	there met e-clipse' mo'-ment me	<b>l</b>	i ī ai	li po-lice' site	<b>ou</b>	ō ō ū ū ū ū ū ū	soul cough rouge touch scourge out you
<b>ea</b>	ɑ ɑ ā	o'-cean heart wear	<b>le</b>	ē i ī	friend sieve field	<b>ough</b>	ō	dough

<b>ough</b>	<b>ō</b>	<b>thought</b>	<b>u</b>	<b>ū</b> <b>u</b> <b>ū</b> <b>iu</b>	<b>rude</b> <b>but</b> <b>turn</b> <b>fu'-ture</b>	<b>ui</b>	<b>ū</b> <b>ai</b>	<b>fruit</b> <b>guide</b>
<b>oul</b>	<b>u</b>	<b>would</b>				<b>uy</b>	<b>ai</b>	<b>buy</b>
<b>ow</b>	<b>ō</b> <b>e</b> <b>au</b>	<b>bow</b> <b>knowl'-edge</b> <b>cow</b>	<b>ua</b>	<b>ā</b>	<b>guard</b>	<b>y</b>	<b>i</b> <b>ai</b>	<b>hymn</b> <b>fly</b>
<b>owe</b>	<b>ō</b>	<b>owe</b>	<b>uay</b>	<b>ī</b>	<b>quay</b>	<b>ye</b>	<b>ai</b>	<b>dye</b>
<b>oy</b>	<b>oi</b>	<b>boy</b>	<b>ue</b>	<b>e</b> <b>ū</b> <b>iu</b>	<b>guess</b> <b>true</b> <b>hue</b>	<b>yr</b>	<b>gr</b>	<b>mar'-tyr</b>
<b>u</b>	<b>e</b> <b>i</b> <b>u</b>	<b>bur'-y</b> <b>bus'-y</b> <b>put</b>	<b>ui</b>	<b>i</b>	<b>guilt</b>	<b>yrh</b>	<b>gr</b>	<b>myrrh</b>
<b>u</b>	<b>a</b> <b>ea</b> <b>ia</b>	<b>col'-lar</b> <b>o'-cean</b> <b>so'-cial</b>	<b>ū</b>	<b>a</b> <b>ay</b>	<b>u'-sage</b> <b>Mon'-day</b>	<b>u</b>	<b>o</b> <b>oo</b> <b>oul</b> <b>u</b>	<b>wolf</b> <b>look</b> <b>would</b> <b>put</b>
<b>ū</b>	<b>a</b> <b>au</b> <b>ea</b> <b>ua</b>	<b>arm</b> <b>taunt</b> <b>heart</b> <b>guard</b>	<b>i</b>	<b>ee</b> <b>ei</b> <b>i</b> <b>ie</b> <b>oi</b> <b>u</b> <b>ui</b> <b>y</b>	<b>been</b> <b>for'-feit</b> <b>it</b> <b>sieve</b> <b>tor'-toise</b> <b>bus'-y</b> <b>guilt</b> <b>hymn</b>	<b>ū</b>	<b>ew</b> <b>o</b> <b>oe</b> <b>oo</b> <b>ou</b> <b>u</b> <b>ue</b> <b>ui</b>	<b>crew</b> <b>who</b> <b>shoe</b> <b>boot</b> <b>rouge</b> <b>rude</b> <b>true</b> <b>fruit</b>
<b>u</b>	<b>a</b>	<b>ask</b>	<b>ī</b>	<b>æ</b> <b>e</b> <b>ea</b> <b>ee</b> <b>ei</b> <b>eo</b> <b>ey</b> <b>i</b> <b>ie</b> <b>uay</b>	<b>Cæ'-sar</b> <b>me</b> <b>near</b> <b>tree</b> <b>weird</b> <b>peo'-ple</b> <b>key</b> <b>po'-lice'</b> <b>field</b> <b>quay</b>	<b>u</b>	<b>eo</b> <b>cou</b> <b>lo</b> <b>lou</b> <b>o</b> <b>oe</b> <b>oo</b> <b>ou</b> <b>u</b>	<b>pig'-eon</b> <b>gor'-geous</b> <b>na'-tion</b> <b>gra'-clous</b> <b>done</b> <b>does</b> <b>flood</b> <b>touch</b> <b>but</b>
<b>a</b>	<b>a</b> <b>ai</b>	<b>at</b> <b>plaid</b>	<b>ī</b>	<b>æ</b>	<b>Æ-ne'-as</b>	<b>ū</b>	<b>o</b> <b>ou</b> <b>u</b>	<b>word</b> <b>scourge</b> <b>turn</b>
<b>ā</b>	<b>a</b> <b>ai</b> <b>e</b> <b>ea</b> <b>ei</b> <b>eo</b> <b>ie</b> <b>u</b> <b>ue</b>	<b>fare</b> <b>hair</b> <b>there</b> <b>wear</b> <b>heir</b>	<b>ō</b>	<b>au</b> <b>aut</b> <b>au</b> <b>cau</b> <b>eo</b> <b>ew</b> <b>ewe</b> <b>o</b> <b>oa</b> <b>oe</b> <b>og</b> <b>oh</b> <b>oo</b> <b>ou</b> <b>ough</b> <b>ow</b> <b>owe</b>	<b>mauve</b> <b>haut'-boy</b> <b>beau</b> <b>yeo'-man</b> <b>sew</b> <b>sewed</b> <b>go</b> <b>boat</b> <b>toe</b> <b>co-logne'</b> <b>oh</b> <b>floor</b> <b>soul</b> <b>dough</b> <b>bow</b> <b>owe</b>	<b>ai</b>	<b>ais</b> <b>aye</b> <b>cl</b> <b>eigh</b> <b>ey</b> <b>eye</b> <b>i</b> <b>ie</b> <b>igh</b> <b>oi</b> <b>ui</b> <b>uy</b> <b>y</b> <b>ye</b>	<b>aisle</b> <b>aye=</b> yes <b>scf'-ence</b> <b>height</b> <b>ey'-as</b> <b>eye</b> <b>site</b> <b>die</b> <b>sigh</b> <b>choir</b> <b>guide</b> <b>buy</b> <b>fly</b> <b>dye</b>
<b>ā</b>	<b>a</b>	<b>al-low'</b>	<b>ō</b>	<b>o</b>	<b>o-bey'</b>	<b>ai</b>	<b>au</b> <b>ou</b> <b>ow</b>	<b>Mau'-ser</b> <b>out</b> <b>cow</b>
<b>e</b>	<b>a</b> <b>ai</b> <b>ay</b> <b>e</b> <b>ea</b> <b>ei</b> <b>eo</b> <b>ie</b> <b>u</b> <b>ue</b>	<b>man'-y</b> <b>said</b> <b>says</b> <b>met</b> <b>bread</b> <b>heif'-er</b> <b>leop'-ard</b> <b>friend</b> <b>bur'-y</b> <b>guess</b>	<b>ū</b>	<b>a</b> <b>o</b> <b>oh</b> <b>ow</b>	<b>was</b> <b>God</b> <b>John</b> <b>knowl'-edge</b>	<b>oi</b>	<b>oi</b> <b>oy</b>	<b>oil</b> <b>boy</b>
<b>e</b>	<b>ai</b> <b>e</b> <b>ey</b>	<b>ber'-tain</b> <b>e-clipse'</b> <b>mon'-key</b>	<b>ō</b>	<b>a</b> <b>au</b> <b>aw</b> <b>awe</b> <b>o</b> <b>oa</b> <b>ou</b> <b>ough</b>	<b>ball</b> <b>haul</b> <b>law</b> <b>awe</b> <b>nor</b> <b>broad</b> <b>cough</b> <b>thought</b>	<b>iu</b>	<b>eau</b> <b>eu</b> <b>ew</b> <b>ieu</b> <b>lew</b> <b>u</b> <b>ue</b>	<b>beau'-ty</b> <b>feud</b> <b>dew</b> <b>lieu</b> <b>view</b> <b>fu'-ture</b> <b>hue</b>
<b>g</b>	<b>e</b>	<b>mo'-ment</b>						
<b>gr</b>	<b>ear</b> <b>er</b> <b>fer</b> <b>ir</b> <b>yr</b> <b>yrh</b>	<b>learn</b> <b>her</b> <b>glā'-zier</b> <b>sir</b> <b>mar'-tyr</b> <b>myrrh</b>	<b>ū</b>	<b>a</b> <b>o</b> <b>oh</b> <b>ow</b>				
<b>ā</b>	<b>a</b> <b>ai</b> <b>au</b> <b>ay</b> <b>aye</b> <b>ea</b> <b>ei</b> <b>ey</b>	<b>fa'-vor</b> <b>pain</b> <b>gauge</b> <b>day</b> <b>aye=</b> always <b>break</b> <b>veil</b> <b>prey</b>						

# A PRACTICAL METHOD FOR TEACHING THE SCIENTIFIC ALPHABET












In the key printed below, each Scientific Alphabet symbol has a definite name. The word which contains the sound is represented by an illustration, which should be used by the teacher for pronunciation purposes. Do not name or sound the letters except as you deduce them from the pictorial key.

Show the children the picture in the key and ask them to tell what it is. Write their answer upon the board, and emphasize, in every way possible, the sound under consideration.












LETTER	NAME	WORD	ILLUSTRATION	LETTER	NAME	WORD	ILLUSTRATION
C, c.....	ah.....	mā-mā' <sup>1</sup> .....		D, d.....	dee.....	deg.....	
G, g.....	ah <sup>2</sup> .....	gop.....		E, e.....	ay.....	eg (egg).....	
Ā, ā.....	ah <sup>3</sup> .....	ām.....		F, f.....	ay <sup>3</sup> .....	de-cant'er.....	
A, a.....	ai(r).....	ax.....		F, f.....	ay <sup>4</sup> .....	ham'per (hammer).....	
Ā, ā.....	ai(r) <sup>1</sup> .....	hār (hare).....		F, f.....	ay <sup>1</sup> .....	rêk (rake).....	
B, b.....	bee.....	bed.....		F, f.....	eff.....	fan.....	
C, c[=k] ..	kee.....	cat.....		G, g.....	ghee.....	gun.....	
Ch, ch.....	chee.....	chūrch.....		H, h.....	hee.....	hed.....	

<sup>1</sup> The long sound of the letter.    <sup>2</sup> Varying toward a in ax.    <sup>3</sup> Varying toward i in pity.    <sup>4</sup> Varying toward u.



LETTER	NAME	WORD	ILLUSTRATION	LETTER	NAME	WORD	ILLUSTRATION
I, i.....	ee.....	pin.....		Θ, e.....	awe.....	log.....	
Ī, ī.....	ee <sup>1</sup> .....	ma-shīn' (machine)...		Ē, ē.....	awe <sup>4</sup> ....	dr'ber.....	
Qī, qī.....	eye.....	flai (fly).....		Ė, ė.....	awe <sup>1</sup> ....	hörn.....	
Iñ, iñ.....	iñ.....	mīñ (mule)...		Əi, əi.....	əi.....	coil.....	
J, j.....	jay.....	jug.....		Qu, qu....	qu.....	haus (house)..	
K, k[=c]..	kay.....	kit'n (kitten)..		P, p.....	pee.....	pār (pear).....	
L, l.....	el.....	lai'un (lion)...		[Q, q] qu=cw.	cne.....	cwiv'er (quiver)...	
M, m.....	em.....	man.....		R, r.....	ar.....	rat.....	
N, n.....	en.....	net.....		S, s.....	ess.....	sun.....	
N, ŋ.....	ing.....	link.....		Sh, sh....	ish.....	shel(shell)...	
Ng, ng....	ing.....	ring.....		T, t.....	tee.....	tep.....	
O, o.....	oh.....	o-pes'um (opossum)...		Th, th....	ith.....	thim'bl (thimble)...	
Ō, ō.....	oh <sup>1</sup> ... ..	gōt (goat).....					

<sup>1</sup> The long sound of the letter.<sup>4</sup> Varying toward **u**.

LETTER	NAME	WORD	ILLUSTRATION	LETTER	NAME	WORD	ILLUSTRATION
Dh, dh....	thee....	fed <b>h</b> 'er (feather)....		V, v....	vee....	vat.....	
Dh= <u>th</u> ....	.....	In the Reader fe <b>th</b> 'er....					
U, u. ....	oo....	bu <b>l</b> (bull)....		W, w....	woo....	wig.....	
Ū, ū.....	oo <sup>1</sup> ....	bu <b>ŭ</b> t (boot)....		X, x[=es].	ex.....	bo <b>x</b> .....	
U, u.....	u(r)....	tu <b>u</b> .....		Y, y.....	yee....	ye <b>t</b> (yacht)...	
Ū, ū.....	u(r) <sup>1</sup> ....	cu <b>ŭ</b> r.....		Z, z.....	zee....	ze <b>f</b> 'bra (zebra).	
				Zh, zh....	zhee....	me <b>zh</b> 'ur (measure)...	

<sup>1</sup> The long sound of the letter.

[The above method for teaching the Scientific Alphabet is based upon a chart prepared for the publishers of the Standard Dictionary by W. E. HENDRIE, London, Ont.]

